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ABSTRACT

A pilot project implemented a role-model approach to job transition for disadvantaged cooperative home economics students in Tulsa and Oklahoma City, Oklahoma. From 1974 through 1976, 21 students in four urban high schools were matched with role models on the job. Sixteen of these students retained their jobs. The matches included many different combinations of people of different ages, races, and sexes (a description of the strategies, benefits, and problems encountered during the matching process is included in the report). The students expressed increased self-confidence and satisfaction with supervision, and employers saw gains in students' suitability for the job, acceptance of supervision, and attitudes toward the public. All employers planned to continue the matching process after the research ended. The problems incurred included a scarcity of jobs, employer reluctance to hire disadvantaged students, unavailability of students for work at hours when needed, need to keep racial balance in businesses, and lack of transportation. Case studies of participating students, project evaluations from teacher-coordinators, employers, and role models, and tabular data summaries provide additional information. (Author/AB)

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FINAL REPORT

Project No. V0023VZ
Grant No. OEG-0-74-1711

A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

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April 1976

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Final Report

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The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view of opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY OF THE REPORT

This exploratory pilot project focused on the advantages of a structured one-to-one relationship at the training station between a disadvantaged, minority or handicapped student and a worker having similar status who was successfully coping with the world of work. The time period covered July, 1974 - January, 1976. Objectives focused on strategies, benefits and problems encountered during the matching process.

Eleven students in four urban schools were matched with role models on the job by perspective employers during the 1974-1975 school year. Ten more students from those schools were matched with role models during the fall 1975-1976 semester. Sixteen (76 percent) of the total students retained their jobs. They expressed increased self-confidence and satisfaction with supervision. Employers saw gains in students' suitability for the job, acceptance of supervision and attitudes toward the public. All employers planned to continue the matching process after the research ended. Role models expressed satisfaction with their participation and disappointment when a student quit a job.

The matches included many different combinations of people of differing ages, races, and sexes. Important qualities sought in role models were previous economic, academic, or social difficulty, success on the job, and warmth, patience and tolerance toward youth. Larger businesses had more employees to match.

The problems encountered included a scarcity of jobs, employer reluctance to hire disadvantaged students, unavailability of students for work at hours when needed, need to keep racial balance in businesses, and lack of transportation.

Introduction

It is no secret that the entire profession of education is held accountable for its inability to do better with the economically poor and culturally different child (1). Educators have long held firm to the concept of relevant, individually paced instruction, struggling to work out systems by which to give disadvantaged learners the confidence that they, too, can absorb the necessary learning to cope with later life. Oklahoma had a large disadvantaged population, 28.7 percent, according to welfare, education and census data for 1970-71 (2). The term disadvantaged is being used in the spirit of the 1968 Vocational Amendments to mean students in Oklahoma in 1974 who either:

(a) were members of a family of four earning less than $4,200 per year, adjusted for size for $650 per family member.
(b) had academic problems causing students to have difficulty functioning in class and needed special attention.
(c) had both of the above characteristics (3).

Students in inner city schools face the fact that unemployment rates for inner city areas are typically three to four times those of the surrounding suburbs. U.S. News and World Report in April of 1975 noted unemployment hits hardest on teenagers (people under 20) who are female non-whites (4). The June 1975 unemployment figures for these people, as reported on nationwide television, was 40 percent. These high figures are easily linked to such factors in American history as racial prejudice in hiring, in combination with seniority practices in firing, when the economy is in a recession.

Students in cooperative classes must try to locate jobs near their homes and schools, faced with the added burden of inadequate transportation. Both they themselves and the city in which they reside often lack convenient, low cost means of transportation.

The very nature of many jobs appears "dead end," whether in truth they are. Thus both high school age students and adults may accept jobs when convenient, for example in meeting an immediate need for cash or school credits for graduation, and then abandon the jobs at the first opportunity (5).

In the introduction to his book Working, Louis Terkel speaks of the current questioning of the "work ethic," especially by the young.

> Strangely enough it has touched off profound grievances in others, hitherto devout, silent, and anonymous. Unexpected precincts are being heard from in a show of discontent. Communiques from the assembly line are frequent and alarming: absenteeism. In the evening hours, the tense, pinched faces of young file clerks and elderly secretaries tell us more than we care to know. On the expressways, middle management even pose without grace behind their wheels as they flee city and job (6).

Prior to 1963 high school home economics classes had traditionally educated girls for the vocation of homemaking. Two sociological forces exerted strong influences on legislation at that time. First, American industry with its technological advances no longer hired the unprepared dropout or terminal

high school student who lacked job preparation. Second, American women were beginning to spend a large part of their lifetimes as wage earners as well as homemakers. The result was that home economics added a new emphasis to its program: the education of boys and girls for entry-level jobs requiring home economics related knowledge. Some of these programs were cooperative in nature, meaning individuals received instruction by the alternation of study in school, both academic and vocational, with a job supervised by a teacher-coordinator. The two experiences were planned so that each contributed to the student's education and to his employability. Work and school attendance periods often varied in nature from alternate half-days or full days to other periods of time.

Follow-up studies of students from occupational home economics classes (7,8,9) have consistently shown benefits to students, such as increased ability to get along with other workers, patients, or customers, and to realize ones value to society. Perhaps this last benefit which relates to an improved self-concept, is the most important learning for disadvantaged students.

Super (10) emphasized some years ago the importance of employment experiences to the development of the self-concept. His most pathetic example follows:

> ...the high school dropout who never did well in his studies, who was never accepted by his classmates, and who is fired from the job that he finally got only after a number of rejections, finds the occupational translation of his self concept as ne'er-do-well confirmed and implemented. After a series of negative experiences, it takes a great deal of re-education to help him develop more positive self concepts, to find a suitable occupational translation of this favorable picture of himself, and to turn it into a reality (10).

Problem

This exploratory pilot study focused on the problems of one particular group of cooperative home economics students, the disadvantaged, as they attempted to adjust to the world of work. As the original proposal stated, cooperative vocational education programs are designed to "offer many advantages in preparing young people for employment. Through such program, a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes" (11). The innovative aspect of cooperative education under investigation here was the matching of students with a role model, someone who at one time or another has experienced a degree of disadvantage which might give him the empathy to assist the student.

Role models are important to development at all ages, even young adulthood, as shown by Bell (12). In his research, interviews were held seven years after high school graduation with 142 males to determine the relationship between presence of role models and vocational performance, as shown by five

measures of job success. A role model was defined operationally as any person to whom the subject felt himself to be similar or whom a subject wished to be like or whose values the subject claimed to have adopted. The findings indicated that young adults who were able to name another person whose personal and vocational life they hoped to emulate, were found to have functioned vocationally at significantly higher levels than those who could not name such persons. Recent study of gifted people in the Education Daily (13) concluded similarly that successful people had some mentor who had built a one-to-one relationship with them and had given them total encouragement.

Project Questions

This exploratory study sought answers to these questions:

1. What strategies are involved in setting up a system of orienting students to jobs which involve these four types of people - successful workers, students, teacher-coordinators, and employers?
2. What benefits accrue to successful workers, students, teacher-coordinators, and employers when a role model relationship is added to the training situation?
3. What problems, surmountable and insurmountable, occur in implementing this role model type of training program?
4. In matching students and role models, what combinations of the possible bases such as sex, race, academic ability or economic disadvantage are most important in terms of student success on the job?
5. What possible refinement of such a program would need to be made before conducting further research, preferably experimental in design, contrasting this program with the traditional three member program of student, employer, and teacher-coordinator?
6. What factors limit and/or permit generalizability of this program to other vocational areas and to rural as well as urban populations?

Design of the Study

The research can be most easily visualized by considering each of the three phases separately, which extended over the entire 1974-1975 school year and part of the 1975-1976 school year.

Phase One

Advisory Committee: During phase one, the summer of 1974, the advisory committee (Appendix A) was formed and met to review the proposed project. This committee included a wide range of experience:

-the Oklahoma Vocational-Technical Program Specialist for Cooperative Vocational Education

-the Oklahoma Vocational-Technical State Supervisor of Home Economics

-the Oklahoma State University Head of Home Economics Education

-participating cooperative home economics teacher-coordinators

-employers of cooperative home economics students

-people responsible for supervision of employers

-an experienced worker who could be a role model

-the research assistants

Definition of Terms: The four teacher-coordinators met on campus with the researchers in August 1974 to work out detailed plans of the project. Definition of terms was discussed. Students were sometimes referred to as matched trainees. Employers were also considered bosses on some evaluation instruments. Role models were called experienced workers or successful workers for purposes of clarity.

The teacher-coordinators agreed to use these criteria when discussing a role model:

1. A person with such characteristics as: previous economic difficulty (today $4,200 per year for a family of four); academic problems, such as lack of education or difficulty reading; physical, emotional or social difficulties.
2. A successful worker who has had several different types of experience on the job.
3. A warm individual having a tolerance for youth who may have had some difficulty adjusting to the world of work.
4. A person who remembers how it was to begin a job.

The group also developed these guidelines for communicating to prospective employers what the role model (experienced worker) would do:

1. Pay attention to what the matched trainee does.
2. Give matched trainee honest praise at least once a day. (examples: Your smile lights up the room; you look nice today; you did better today than yesterday; you did a great job today.)
3. Offer to show the matched trainee what to do or answer questions.
4. Emphasize the importance of even the smallest task.
5. Feel free to discuss any problems at any time with your employer and/or the teacher-coordinator which can't first be resolved with the matched trainee.
6. Give an honest evaluation of the matched trainee's work.

Guidelines (Appendix B) were developed which allotted a $5.00 weekly stipend for each employer and experienced worker. Guidelines were signed and kept on file (Appendix B). Letters were prepared for teacher use in contacting perspective employers (Appendix C). A story of the project and accompanying

photograph received coverage in the press (Appendix D).

Evaluation Devices: The group of teacher-coordinators examined and agreed upon use of forms with which to describe the student, her family, and role model. These profiles sheets may be found in Appendix E. Generally, more types of evaluation instruments were used in the 1974-1975 school year than in the 1975-1976 school year, as is shown in Appendix F. Evidence of students' attitudes toward work were to be collected by use of (a) written story of "My Job," (b) rating of an Ideal Job, (c) rating of This Job, (d) simplified rating sheet called Job Scale, and (e) Attitudes Toward Work scale. All of these five instruments may be found in Appendix G.

The students' attitudes toward an Ideal Job and This Job were to be measured using a job rating scale developed by Kaufman (14). The 21 item scale had been factor analyzed in Kaufman's study and yielded four factors. These factors seemed to describe the familiar dichotomy between intrinsic-extrinsic work values, a masculinity-related factor, and a factor concerning desire for physical manipulation as opposed to symbolic manipulation or interpersonal interaction. Kaufman determined that the scale had a reliability coefficient of .84, on test-retest data taken one week apart.

The Job Scale rating method had also been developed originally by Kaufman, et al (14). The respondents using the scale were to be asked to rate their satisfaction for the five areas listed: work, pay, promotion, supervisor, and people. A rating of '1' was defined as meaning completely dissatisfied and a rating of '7' meant completely satisfied.

The Attitudes Toward Work instrument consisted of Likert-type questions built by Jacoby (15) according to the following table of specifications:

Topic	Percent of Items
Adequacy of school's preparation	10
Supervision and supervisors	20
Peers	15
Choosing a Job	15
Rights and responsibilities of employees	25
Inner Satisfaction of working	10
Expectations of future advancement	5
Total	100

Standard test construction procedures used by Jacoby included an item analysis of the responses of 155 city area vocational school students, determination of test-retest reliability over a two week period (.72), and establishment of internal consistency using the split-half technique, stepped up with the Spearman-Brown formula (.87). Jacoby found the distribution of scores approximated a normal curve.

The teacher-coordinators agreed on a weekly log (report) form which experienced workers would mail to the project director regularly. This form, and its revised versions, may be found in Appendix H. Teachers agreed to keep records of visits and phone calls to the students.

Phase Two

The second phase of the pilot project was carried out during the fall 1974 and spring 1975 school semesters. Teacher-coordinators contacted employers, guidelines were signed and mailed, students went to class and to work, and the researchers began evaluation interviews with each student, employer, and role model. Three sets of interview questions for students, role models, and employers, were tediously constructed. Interview questions (Appendix I) were then reviewed, before being used, by the advisory committee members at meetings held on October 3, 1974 and April 16, 1975. The advisory group also reviewed the Employer/Experienced Worker Rating Scale, adapted from Nelson (7) and the student form, My Job (Appendix J), revised them and approved of their final use.

Many phone calls and trips were made to businesses. Interviews (Appendix K) were held with teacher-coordinators to learn their reactions to the project. The teacher-coordinators met with the project officer, Velma Brauner, and Judy Jaffe, from the U.S. Office of Education in Washington, on the Oklahoma State University campus on June 10, 1975. The group reviewed the subjective evidence regarding progress of the project thus far.

Phase Three

The third phase of the project encompassed June, 1975 through January, 1976. Evaluation was made of data collected from students, teacher-coordinators, employers and role models during the previous school year. An interim report was written and mailed to the U.S. Office of Education. An oral report on the project was delivered at the December home economics division research and evaluation meeting of the American Vocational Association in Anaheim, California. Further dissemination of results occurred in two newspaper articles, included in Appendix L.

The three teacher-coordinators who were still employed at the same places in the fall of 1975 were offered the opportunity to enlist new students in the project. All three were pleased to continue and thus it was possible to gather additional data about a second group of students (Appendix M) during the fall semester of 1975. The preliminary report of the research was submitted to the advisory committee for consideration and revision in late January, 1976.

Home Economics Cooperative Education

In Oklahoma home economics cooperative education is conceptualized in the following manner by the home economics state personnel (17).

> Home Economics Cooperative Education is a program of vocational education involving the community (employers), students and the school. The school provides training in skills and related occupational in-

formation. The community (employers) provides a laboratory where students may practice skills and learn new ones in a real employment situation.

Cooperative Education is essentially a method combining theory and practice. On-the-job training is provided by an employer or supervisor in the place of employment while group instruction in the occupational area and individual supervised study of selected related materials is provided by a teacher-coordinator in school. The essence of this method is that students are placed as trainees or learners on a job, not as part-time or regular workers. Two types of Home Economics Cooperative Education programs may be developed:

Type I Specialization in one subject matter area of home economics occupational education (commercial foods, child care, etc.). An adequate number of training stations in a single occupational area for employment of all students will need to be available to justify the need for this type of program.

Type II Combination of related subject matter areas of home economics occupational education. Training can take place in any or all of the various occupational fields. (This type of combination program will be directed, but not necessarily limited to smaller communities and schools, since there are not enough approvable training stations available in one particular occupational group to support a more specialized program.)

The Home Economics Cooperative Education Program is planned to:

Aid the students in developing skills and acquiring information applicable to a "cluster" of occupations.

Help the students acquire specialized skills and information required for successful employment in a specific occupation.

Provide laboratory experience in the form of a real job situation in the local community which will enable the students to become aware of the requirements of his chosen career area.

Develop the personal and occupational traits necessary for successful employment.

Provide students with counsel and supervision during the period of adjustment to a job situation.

Provide training that will enable the students to advance to higher levels of employment.

Participating Programs

When the study began there were only five full time cooperative home economics programs in the state. One teacher chose not to participate in the study

because she was developing a new room that fall, having been a "roving teacher" with no stable teaching environment the years before this. The four cooperative home economics programs involved in the study are described next, in terms of age, physical facilities, total enrollment, job placement and curriculum.

Program A: This cooperative high school child care services program was situated in a small quonset next door to a large Oklahoma City high school. The space inside the building was crowded, but used efficiently. A one-way window allowed some high school students to observe the rest of the class while they cared for preschoolers. A playyard outside was used extensively by preschoolers on sunny days. The teacher had worked with the program three years when the research began in the fall of 1974. The beginning class consisted of 24 junior and senior boys and girls, and had a job placement rate of 100% in April of 1975 for the nine students remaining at that time. Those remaining of the original 26 second-year students all had found jobs by April 1975, just as they all had the previous year.

The curriculum of this program for year one included:

Job orientation	4 weeks
Standard for day care centers	3 weeks
Skills in working with young children	4 weeks
Child growth and development	16-20 weeks, 3 days a week
Child care	16-20 weeks, 2 days a week
Curriculum development for nursery children	4 weeks

The second year curriculum resembled that of the first year, going into greater depth in relation to curriculum development for three and four year olds in areas of language arts, science, music, math, health, arts, etc.

Program B: This Tulsa high school cooperative vocational education program had child care services as its major subject matter emphasis, but also included individual instruction in home economics related occupations. The school provided good physical facilities for teaching child care, and the co-op program was three years old when the research began in the fall of 1974. The students (all female) met in a regular classroom for theory and in addition had the complete use of a large room next door in which to store and use indoor play equipment with the preschool youngsters. At mid-year a third room for preschoolers was added, containing books, low tables and items for quiet play. The teacher had managed the full time occupational program for two years. Her two high school classes contained 54 students altogether. Each class met for two hours so that students might have experience in school time working with preschool age children. In April of 1975 the teacher reported that about 24 of the child care students or 45% were employed, a higher percent than the previous year.

The concepts taught in this vocational child care class during the first year of the two year program were:

Orientation to the world of work	4-6 weeks
Types of child care services	6-8 weeks
Jobs done by child care aides	4-6 weeks
Basic needs of children	4-6 weeks
Growth and development of children	3-5 weeks
Behavior and guidance of children	3-4 weeks
Play	3-4 weeks

Program C: This home economics related cooperative program in Oklahoma City was carried out in a physical facility to which equipment was gradually being added. The room had a refrigerator, one sink and limited space in which to store cooking equipment. One end of the room contained a hospital bed and some equipment with which to learn care of people who were ill. The teacher did have an office separated from the room by only windows and she was succeeding in securing books and more equipment. The teacher had worked with the program three years. The teacher taught two cooperative classes, having a total of 41 students. Thirty-two or 78% of these students had found jobs by April of 1975.

The curriculum of this program for the first year included:

Orientation to health and home economics related jobs	2-3 weeks
How to get the job	1 week
Human relations	2 weeks
Personal development	1 week
Communications	1 week
Child care and development	6-8 weeks
Food preparation and service	9-10 weeks
Health care services	8-10 weeks

Program D: This high school cooperative food services program had existed in an Oklahoma City school for five years. The physical facility was a large classroom with tables in the center for study groups, and extensive food production equipment around the walls. At a break time each morning, boys and girls sold cookies, french fries, popcorn, etc. to their classmates at the door of the room. The income from sales was used to support the class. This teacher had been in charge of the program for four years and in addition, taught a summer school program each year which helped to attract students to the course. In April 1975 the teacher-coordinator reported that only about 75% of her 28 first year students had located jobs, whereas more had been placed the previous year. Her second year class contained 19 students, ten of whom had found jobs by April.

The food service curriculum for the first semester of the two year program included:

Employment in the food service industry	3 weeks
Human relations	2 weeks
Sanitation in food service	1 week
Safety in food service	1 week
Serving the public	1 week
Use and care of equipment	1 week
Recipe use	1 week
Food preparation	8 weeks

Every teacher sent a form home to parents to explain the program in terms of class practices and attendance rules. The parents were required to sign and return a sheet on which they agreed to see that the student a) got to her job, b) kept attending school regularly and c) maintained good academic standing.

Matching of Students with Role Models

Employment Records of Students During 1974-1975 School Year

The research proposal was written to provide funds to include participation by 15 students, with three students being placed from each of five schools. However, four teachers actually became involved with the project during the first school year (1974-1975) and a total of 11 students were placed (see Figure 1). Students are identified by number and school in order to have consistency, as well as anonymity, from table to table. Eighty-two percent of these students retained their jobs.

In both schools A and B a student discontinued participation in the project during the fall semester. It is interesting to note that student #3 (School A) who dropped the cooperative child care class, took in its place a specialized home economics class dealing only with child care, but lacking the on-the-job training. She said that she had thought that she could take any kind of employment when she enrolled in the class. One finds this difficult to understand. Figure 1 also shows that the teacher in school D had the greatest difficulty finding jobs for her occupational food students. At least one student in each school kept a job through summer months.

Characteristics of Students and Role Models

Teachers completed profile sheets (Appendix E) which described each role model and each student in the project. Analysis of these sheets made it possible to determine the types of disadvantage each individual had experienced, namely academic, social, emotional, economic or physical. Results shown in Table I indicate some students and some role models had experienced several types of disadvantage.

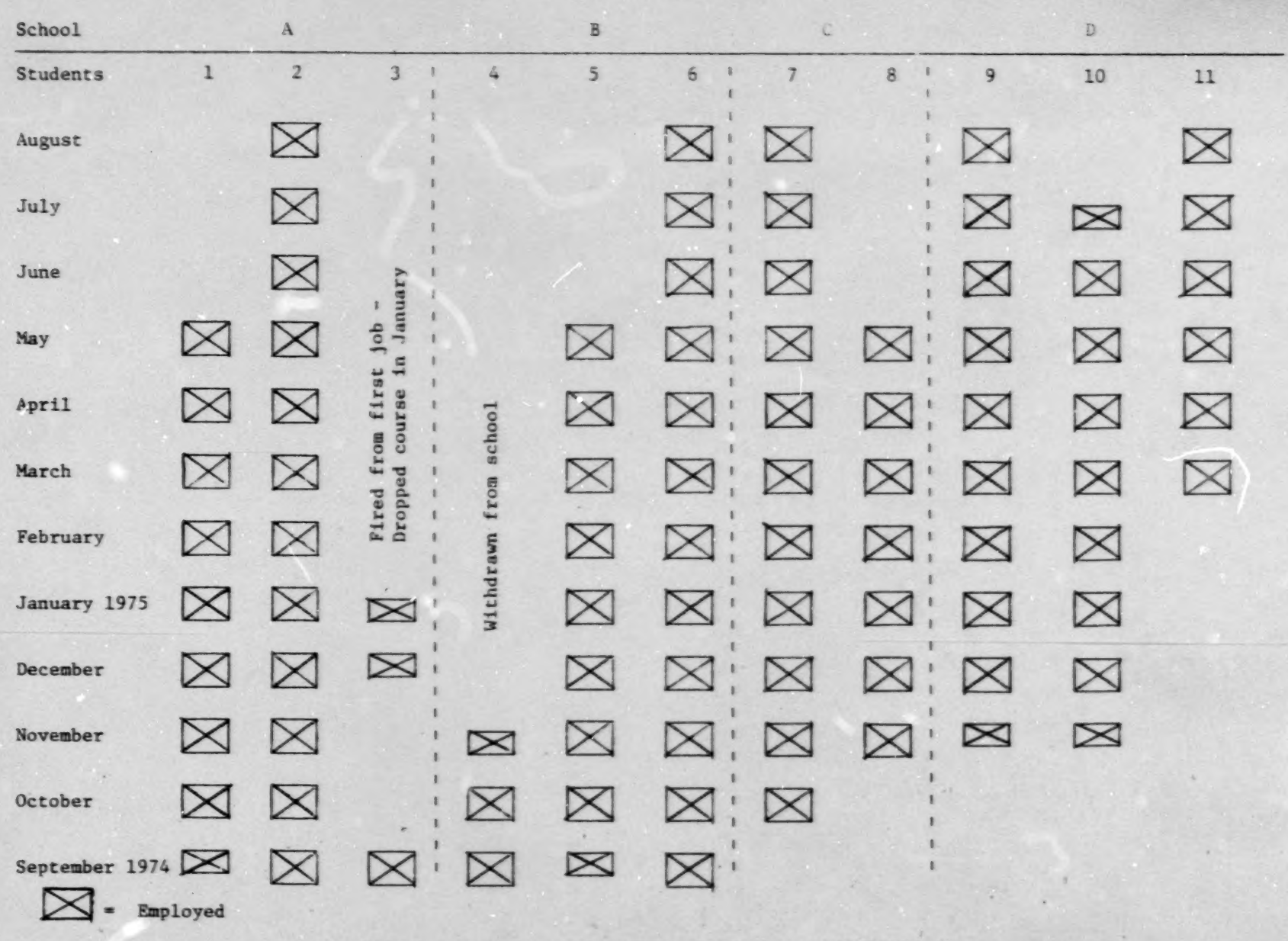

Figure 1. Employment Record of Students, 1974-1975

TABLE I

PERSONAL CHARACTERISTICS OF STUDENTS AND ROLE MODELS WITH WHOM THEY WERE MATCHED, 1974-1975 and 1975-1976

	Student			Role Model			
	Race	Age	Sex	Type of # Disadvantage	Race	Age	Sex	Type of # Disadvantage
1.	white	19	F	A,P	white	20	F	S
2.	black	17	F	A,E	white	35	F	P
3.	black	16	F	A,E	black*	17	F	E,S
					white	16	F	E,S
4.	black	16	F	A,E	white	34	F	A,E
5.	black	16	F	A,E	white**	55	F	E,P
					black**	42	F	P
6.	black	17	F	S	black	45	F	E,Em,S
7.	black	17	F	A,E,P	white	50	F	E
8.	black	16	F	E,S	black	17	F	S
9.	black	16	F	E	black	20	M	E
10.	black	15	F	E	black	37	F	E
11.	black	17	M	E	black	17	M	E
12.	black	16	F	E,S	white	17	F	E,S
13.	white	17	F	Em,S	black	17	F	S
14.	black	16	F	S	white	20	F	E
15.	black	16	F	A,S,Em,E	black	29	F	E
16.	black	16	M	E,S	black	53	F	E
17.	black	16	F	A,Em,E	white	50	F	E
18.	black	16	F	E	black	35	F	E
19.	black	16	F	E,P	white	50	F	E
20.	black	18	M	E,S	black	18	M	E,S
21.	black	17	M	E	black	18	M	E,S

# Types: A=Academic E=Economic
S=Social P=Physical
Em=Emotional

*Student number 3 was placed with role models two times.

**Student number 5 had two role models work with her at the same time.

The matching of students and successful workers (role models) seemed to be successful, regardless of the types of disadvantage, ages, races, or sexes involved. Table I indicates many combinations occurred in the matching process. Successful workers at times had had problems of a similar nature to the students and at other times had experienced different types of problems. Yet the role models were able to communicate and work with the students, probably because they really wanted to help the beginners.

Analysis of Reasons for Unemployment of Some Eligible Students

The teacher-coordinators worked very hard to place their students on jobs. Although a total of 11 actually were placed, there were 14 others who might have been part of the project during the 1974-1975 school year. The reasons for short job tenure are shown in Table II. The most frequent type of business-related problems was a lack of good support at the managerial level, according to teacher evaluations of student's comments. The most frequent type of student-related problem was one common to all ages of disadvantaged workers--the students quit their jobs, for no good reason as far as the teachers could determine.

Employment Records of Students During 1975-1976 School Year

One teacher-coordinator accepted a position in state supervision during the summer of 1975, so the remaining three teacher-coordinators were asked if they would like to again attempt to place students with role models in the fall of 1975. All three accepted the opportunity and as Figure 2 shows, these three teachers were able to match ten more students with role models on jobs.

Student 15 was fired for undependability. Her poor school attendance record resulted in a transfer to the adult day school at the time of the semester break. Student 17 changed high schools in January. Student 18 quit her job to take a better paying one. Student 21 was also fired. When the matching arrangement was repeated a second fall, 60 percent of the students retained their jobs.

TABLE II

ANALYSIS OF REASONS WHY SOME ELIGIBLE STUDENTS DID NOT BECOME RESEARCH SUBJECTS IN 1974-1975

Schools	Students	Type of Students Problem	Type of Business-Related Problem
A	a	Quit her job after one week.	
	b	Fired for improper dress - Dropped out of school.	
	c	Student's mother did not approve of the religious affiliation of the child care center - has quit 2 other jobs since this one.	
B	d	Quit her job before research arrangements could be made.	
C	e	Fired - for undependability.	Later rehired but quit because not being paid for total hours of work.
	f		Teacher decided business lacked spirt of togetherness at managerial level.
	g		Teacher decided business lacked spirit of togetherness managerial level.
	h		Teacher decided business lacked spirit of togetherness at managerial level.
	i		No experienced worker was available.
	j		Very few hours of employment were available.
D	k		Manager difficult to contact to arrange work.
	l		Manager difficult to contact to arrange work.
	m	Made poor impression on first interview.	
	n	Placed in another school due to excessive absences.	

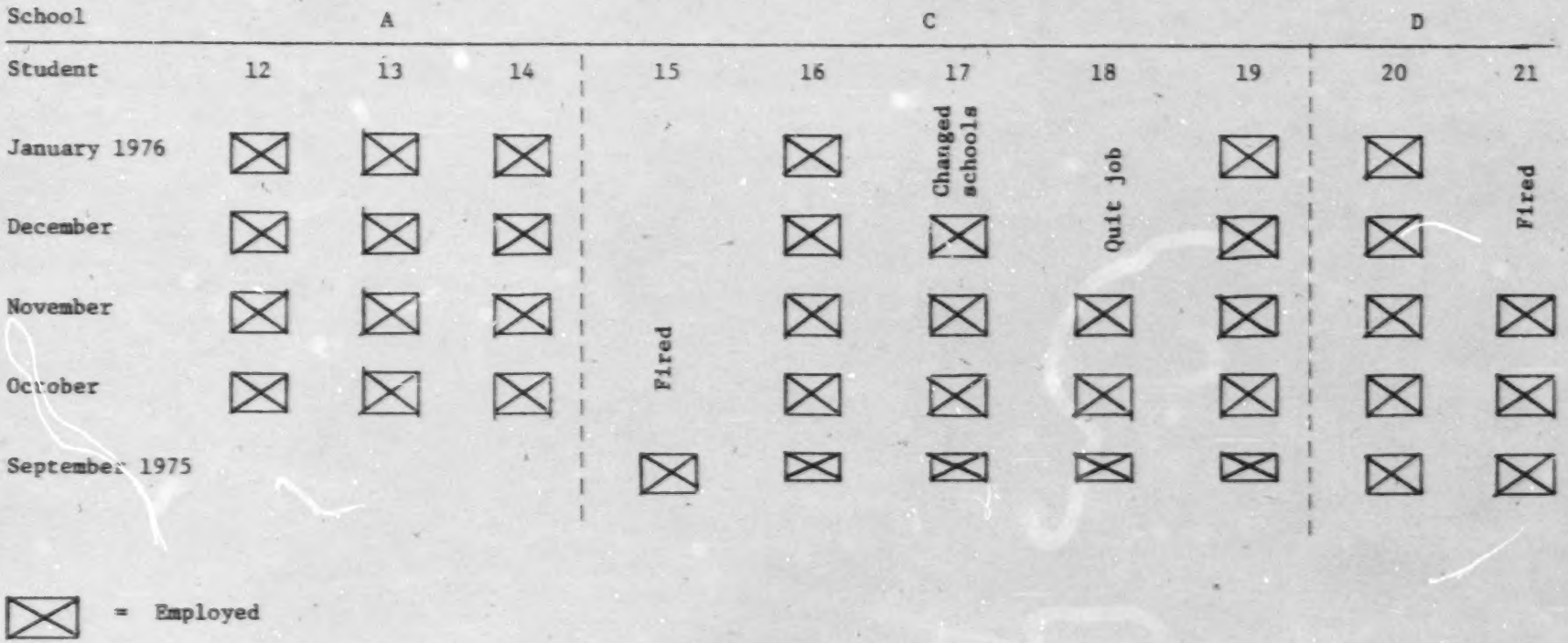

Figure 2. Employment Record of Students, 1975-1976

Teacher-Coordinators' Evaluations of the Project

The evaluations by teacher-coordinators consisted of interview questions to determine how they had introduced the research project to their classes, the effect which the project had made on participants, the number of visits and phone calls made to work settings, possible changes in their role, and perceptions of the worst thing about the research.

Class Reactions

The four teacher-coordinators varied their methods of presenting the project to the class, yet each method seemed to have been successful. Teacher A made a general statement to her two classes that some students would be involved in some research. In the beginning, she made a point of having more students complete the research data-gathering instruments and answer interview questions than were actually involved in the project. In this way she attempted to keep students unaware of their role until the latter part of the school year.

Teacher B approached disadvantaged students and expressed her excitement over their possible entry into the research. Students thus knew from the start that they had been singled out, and had an option of participation or non-participation.

Teacher C had every student in her classes complete the research data-gathering instruments and used this information about the total classes for her own purposes. She singled out students to become research subjects and each knew they were part of a project from the beginning.

Teacher D had individual conferences with her project students during the 1974-1975 school year and they reacted favorably to the idea of being helped through research. The students involved were told they would receive extra points for assisting with the research.

All teachers used records of students in the school counselors' offices to determine which students had previously had learning problems.

Changes in Students

When asked in the first interview what, if any, effect the project had made on the students involved, Teacher A said she thought one special education student would not have been hired at all without the special help offered by the role model. She felt it was good that someone was especially trying to praise this student. Both teachers B and D noted on the first interview that students had become more outgoing in the classroom since the work began and were speaking up more. Teacher C felt that one student was assuming more responsibility at home, while the other was finally realizing the pleasure of having some money of her own.

Problems

When asked, "What was the worst thing about this matching arrangement?"

Teacher A said that it was difficult to find time to contact people to be experienced workers. Some project students objected to the weekly routine report forms, called weekly logs, according to this teacher.

Teacher B wished the employer stipend had been used to help pay students' wages, since many employers lacked funds to hire students. She also felt transportation for some students to their jobs was a problem and wished the stipend had been used for that purpose.

Teacher C said most of the businesses she contacted that would have been interested in hiring a part-time employee were so small that they did not have an experienced worker (role model) to place with a student. Often the employer was a worker too, and the little part-time help did not work the same hours that a student was available to work. The problem of finding role models working the same shifts as students was felt to be the worst problem by Teacher D, also.

Supervisory Practices

On the average, the largest number of visits made by a teacher-coordinator to the work setting of any student in 1974-1975 classes was eight (Table III). The smallest average number of visits made by teacher-coordinators to any work setting was two.

By comparison, the average of the most visits made to a project student was six, less than the average number made to visit students in the total class. Only teacher D made the same number of visits (four) whether supervising project students or other students in her classes.

TABLE III

COMPARISON OF NUMBER OF VISITS MADE TO WORK SETTINGS OF TOTAL CLASS WITH VISITS MADE TO WORK SETTINGS OF PROJECT STUDENTS, 1974-1975

Schools	A		B		C		D		Average	
No. of Visits per Work Setting	Total Class	Project Students	Total Class	Project Students	Total Class	Project Students	Total Class	Project Students	Total Class	Project Students
Least	1	2	2	2	4	3	1	3	2.0	2.5
Most	8	7	12	8	9	5	4	4	8.1	6.0

The largest number of visits made by a teacher-coordinator to any setting of any student, on the average, in the fall of 1975 was about equal to the average number of visits made to project students (Table IV). However, teachers A and D had to make more visits to supervise project students than they did students in the total class and thus the least average number of visits to project students (3.3) was greater than that made to supervise total students (1.7).

TABLE IV

COMPARISON OF NUMBER OF VISITS MADE TO WORK SETTINGS OF TOTAL CLASS WITH VISITS MADE TO WORK SETTINGS OF PROJECT STUDENTS, 1975-1976

Schools	A		C		D		Average	
No. of Visits per work setting	Total Class	Project Students	Total Class	Project Students	Total Class	Project Students	Total Class	Project Students
Least	1	4	2	2	2	4	1.7	3.3
Most	4	5	3	3	4	4	3.7	4.0

The data in Table V indicate teacher-coordinators initiated calls to employers of project students much more ofter than vice versa during the 1974-1975 school year. They may have substituted calls for visits. The employers seemed to have had few problems which they could not handle alone.

TABLE V

COMPARISON OF TOTAL NUMBER OF PHONE CALLS CONCERNING PROJECT STUDENTS INITIATED BY EMPLOYERS WITH CALLS INITIATED BY TEACHERS, 1974-1975

Schools	A	B	C	D	Average
Number of Phone Calls Initiated by:					
Employers	6	3	1	2	1.3
Teachers	13	16	16	11	6.2

During the fall of 1975, teacher-oordinators initiated more calls to employers than the employers made to them (Table VI). Thus the trend remained the same during both school years for teacher-coordinators to take the lead in communication with employers regarding their students.

TABLE VI

COMPARISON OF TOTAL NUMBER OF PHONE CALLS CONCERNING PROJECT STUDENTS INITIATED BY EMPLOYERS WITH CALLS INITIATED BY TEACHERS, 1975-1976

Schools	A	C	D	Average
Number of Phone Calls Initiated by:				
Employers	1	2	9	4.0
Teachers	7	9	10	8.7

The possible changes in supervisory role of teacher-coordinators was explored through their written comments in June 1975, after the 1974-1975 school year had ended. Teacher A felt only minor changes occurred such as were necessitated to collect data or to explain something to an employer or student. Teacher B said setting up training stations for project students took more time and visits in the beginning but after it was set up there was less supervision necessary than with other students. Teacher C sometimes helped project students to write weekly logs. Teacher D felt her approach to the employers had been more exacting and more time consuming than with regular students.

The most unexpected evidence of teacher acceptance of the ideas came in the fall of 1975. Because students had had such difficulties finding work during the recession of 1974, the project director decided to offer the teachers an opportunity to involve more students in the same project, provided jobs were found by October 1, 1975. By October 1st, the three teacher-coordinators still involved, A, C and D, had placed a total of ten students on the project, a number nearly equal to that accomplished by January, 1975 with the cooperation of one more teacher-coordinator.

The comparison of the frequency with which employers and role models told or showed the students what to do or say during the 1974-1975 school year appears in Table VII below. Both seemed to give advice whenever the need arose, although some role models continued to say on the third interviews that there was a need to give advice every day.

TABLE VII

COMPARISON OF FREQUENCY WITH WHICH EMPLOYERS AND ROLE MODELS TOLD OR SHOWED STUDENT WHAT TO DO OR SAY, 1974-1975

	Employer Interviews				Role Model Interviews			
Frequency	1	2	3	Total	1	2	3	Total
Daily	2	2	2	6	5	1	4	10
Once a Week	0	0	0	0	0	1	0	1
Every few days	0	0	0	0	1	3	1	5
Whenever the need arises	8	5	4	17	5	4	1	10
Never	1	2	1	4	0	1	0	1

The comparison of the frequency with which employers and role models initiated conversations with each other regarding tha student during the 1974-1975 school year is found in Table VIII below. At the time of the first and second interviews, that data indicate that more frequent conversations were being initiated by employers, while at the time of the third interviews the trend existed for role models to initiate conversations whenever the need arose.

TABLE VIII

COMPARISON OF FREQUENCY WITH WHICH EMPLOYERS AND ROLE MODELS INITIATED CONVERSATIONS WITH EACH OTHER REGARDING THE STUDENT, 1974-1975

	Employer Interviews				Role Model Interviews			
Frequency	1	2	3	Total	1	2	3	Total
Daily	3	1	2	6	3	1	0	4
Once a week	0	0	0	0	1	1	2	4
Every few days	3	3	0	6	1	1	1	3
Whenever the need arises	1	3	1	5	3	4	3	10
Never	0	0	1	1	0	1	0	1

Employers' Evaluations of the Project

General Reactions

The employers were generally enthusiastic about the arrangement. The answers which they gave to questions on several interviews attested to this fact, as shown by the following examples.

"Do you feel it is better to work with the student through an experienced worker or handle the training yourself? Why?"

Three employers said that even though they would have preferred to handle the training themselves, limitations on their time due to their heavy responsibilities simply did not permit this. One mentioned she would sound too much like the student's mother and the authoritative voice isn't good. Several said they usually relied on supervisors in different areas of the establishment to handle questions, so the arrangement really was a true picture of what usually happens. One employer felt she got a truer picture of the student's performance from seeing the student work with a role model. This employer felt that students often buckled down and worked harder when they knew the boss was watching. Several employers mentioned the belief that students were learning how to relate to other workers through the arrangement. The majority of employers felt it was better for the students to work with an experienced worker.

"How has this arrangement changed what you usually do in teaching new workers?"

Employers saw few changes from their usual procedures. They may have helped a worker some in the beginning, rather than leaving her on her own. One employer mentioned that the arrangement gave her more time for other things. Another employer said she moved the student around the establishment less than she normally moved new workers, since the role model was in the same job day after day. She felt this had allowed the student to learn more quickly.

"How much time have you spent helping the student as compared with when there was no experienced worker?"

Ten of the employers said that they had spent less time. Four said the same amount, and two said they had spent more time with the student than when there was no experienced worker. It would appear that these employers generally spent less time helping the role model students than they usually spent with beginners.

Problems

"What is the worst thing about this arrangement?"

Nine employers saw no problems at all and even said the arrangement had been to their advantage in all ways. Five mentioned disliking the paperwork. Two felt the student might have done better if the experienced worker with whom she had been placed had been somewhat older than the student. One employer said communication tends to blur as the number of employees through whom a message travels increases.

"What suggestions do you have for the research project?"

Only one employer gave a suggestion. She said perhaps students should be made to feel more responsible to the experienced worker. The remainder thought the arrangement was excellent.

Future Commitment

"Would you use this technique of matching a student with an experienced worker in the future, knowing it would not involve paperwork not offer reimbursement? Why or why not?"

All employers in both school years said they would use the technique.

"Do you have other workers whom you might match with beginning workers another year? Who? Why?"

All except two small businesses named one or two other workers. Here are some of their comments:

> I have one person who has come up the hard way. She was a teacher's aide in high school and now she is a lead teacher (at the day care center). She used to be very sensitive to criticism, but not any more. She's worked here three years.
>
> Her personality is right. She is a real calm, quiet type. I don't know how forceful she would be in directing. She is a real friendly type. She is black and grew up in the black community and a lot of times this makes a difference in understanding other people's backgrounds and problems.

"Employers are sometimes reluctant to hire disadvantaged students. You have worked with such an individual. What do you think would help to increase employers' willingness to hire these students?"

These answers seem to give some clues for all to consider:

> Someone else's success with them. We have several deaf, and dieticians from another hospital asked us how the arrangement worked out when thinking about hiring a deaf person. If one knows the arrangement has had success, they might be willing to give it a try.
>
> Understanding . . . If you consider yourself a part of this society in any form of leadership, it is your duty to help those who are not so able to help themselves. . . Human compassion is what we need.
>
> Teachers should go in like Mrs. . . did and talk with the employers; give them a good idea of the type of person they'll be sending. Tell the employer the student's good points and bad points. This wins confidence. I think employers would go along with hiring disadvantaged students if the teacher makes the first steps.
>
> I liked the back-up and support we have gotten. You aren't just stuck with the worker. Knowing someone is trying to help you work things out helps. I think some

employers feel that they don't have time because they think they will be stuck alone with the student.

Role Models' Evaluations of the Project

The Students and Their Training

"How is the student like you, and different from you, as you remember starting to work?"

Many role models felt the students were like them as they began to work --- shy, eager to do things correctly, observant, nervous, and slow. Two role models found their matched trainees were much more questioning of authority than they thought they had been as beginners. The main difference seen by the role models was much greater shyness and hesitancy to assume responsibility than they had felt as beginners, sometimes referred to as laziness.

"Would you like to have known more about the student's training before she came to work? What?"

Two role models had taken the same cooperative home economics course at the school and thus were well acquainted with the program. Seven said they would have liked a little more information about the cooperative course while seven said they knew all they needed to know about it.

"Would you like to have known more about the student before she came to work? What?"

The findings here were different from those regarding training in the last question. While eight said they knew enough about the student, ten said they would have been helped by knowing more about the student's home background and experience on other jobs.

Tasks Taught

"What have you, as a co-worker, been able to teach or help the student with that the employer or teacher might not have been able to do?"

Three role models gave specific examples of ways in which they had helped students to get along better with problem customers. Other comments were:

> There have been a couple of times through the year that she has come in really upset. She has broken down and told me what was wrong. I have tried to give her the courage to keep on going and not to let something like that pull you down. She seems to really appreciate my listening to her problems. Another person may not really understand at the time. She has been a big help to me. I can handle other problems now, like if a parent wants to talk. I have worked around people and with teenagers, but haven't had confidence in myself---now I do.

"How do you feel about working with a new employee?" (Employers - "How do you think the role model feels about working with the student?")

There was 100 percent agreement on every comparison of the role model's attitude with what the employer thought was occurring. All said "good," "alright," or some such positive statement.

"How much time have you spent helping the student as compared to when this matching arrangement was not in effect?"

Role models in both school years seemed to agree that about the same amount of time was spent helping the student as they usually spent.

"Do you think it is better for beginners like the student to be matched with an experienced worker or go directly to the boss for help? Why?"

All of the role models expressed the belief that students should be put with workers. Several expressed it thus:

> I think they need the worker in-between. Some things may be kinda stupid questions to them, but they don't mind letting me know.
>
> A person feels inferior; afraid; don't know when to do or not do. This makes them nervous. By my working with her, we made her feel more secure on the job.
>
> Sometimes it's best to go to a younger person. They can talk to them. Because most of the time, the other person is closer to the boss than they would be.
>
> There's a lot of things the boss won't tell her that I will---tips about different people (like customers and lazy workers that we have to pick up the burden for.)

"What is the worst thing about this arrangement?"

Four role models saw nothing wrong with the project. Five mentioned paperwork, particularly having to write something bad about another person. One said she didn't enjoy being interviewed and one said the worst thing was when the student quit her job. Thus the few problems which role models saw related more to the collection of research data than to the matching arrangements.

"Have you gained anything besides $20 a month from this matching arrangement?"

All of the comments were positive, such as "a good time," "I enjoyed it immensely," "I learned a lot," "It causes you to stop and think back instead of doing things automatically."

Future Commitment

"Would you be willing to be matched with another student trainee in the future in the same way, knowing it would not involve the paperwork and not offer reimbursement?"

Every person interviewed said "yes." One said it would depend on the particular student.

"Are there other workers here whom you feel could be matched with student trainees in future years? Who? Why?"

In six establishments, acceptable alternative employees were named. As they were mentioned, the role models said they were patient people, carried out jobs well, were liked by other workers and wouldn't let the situation "go to their heads."

Case Studies of Students During 1974-1975 School Year

School A

Student #1

Description. Student 1 was a high school senior, a special education student with limited ability in reading. She was a second year student in the co-operative child care program. Because she commuted a long distance to school, limited babysitting was the only work experience she received the first year in the program. Her father was a building contractor and her mother a housewife. She was a teacher's aide in a child development center. Her first work was with two and one-half to three-year-olds and later with four-year-olds. Major responsibilities included supervision of free play or other activities, assisting with lunch and getting the children ready for nap time.

Reason for Matching. The employer stated that she selected the experienced worker to work with student 1 on the basis of her outstanding qualifications. She was young, had worked at the center four years and was a graduate of the same cooperative child care program. The employer described her as a very dependable, creative, patient individual and very understanding of other people. Because she overcame several personal difficulties in her own home life, the employer felt she could help someone else who might be having problems.

Tasks of the Job. Although the employer did discuss the parent and teacher policy statements with the student the first day, in the beginning the teaching of tasks was primarily the responsibility of the experienced worker. The tasks were routine procedures and techniques, such as rubbing the childrens' backs to help them go to sleep.

Midyear, the teaching of tasks was still the responsibility of the experienced worker. The tasks centered around new activities with the children such as string painting. Contact between the student and the employer mainly involved friendly conversations.

At the end of the school year, contact between the student and employer consisted of friendly conversations. The student said the employer could tell when she was upset and they would sit and talk for awhile. Their relationship had developed into more of a friend relationship than an employer-employee relationship, according to the employer. The experienced worker also mentioned her contact with the student was mostly personal conversations. According to the student, the experienced worker helped and taught her . . . "that when I decide to punish the children I should go through with it."

Performance. At the time of the first interview the employer found no fault with the student, who was on time and cheerful about her job and pay. The

employer was impressed with the student helping each child at lunch and encouraging them to taste. The experineced worker commented that she came right in and started to work without waiting for instructions. Her attitude, appearance and relationships with others were specifically mentioned as being good. At this time, the student found it difficult to state what she was doing well. She did mention making a chart, her solution to the problem of the children getting upset about who would be first in line for lunch. The employer, experienced worker and student agreed that disciplining the children was an area needing improvement. According to the experienced worker, the student needed to be firmer with the children since they were not directing their attention toward her during "circle time." The employer added that the student seemed to prefer leaving the discipline of the children to the experienced worker. The student's inability to read to the children was also considered a hindrance by the employer. The experienced worker could not compare the student's performance with other new trainees since she had never worked with trainees previously, but the employer considered her performance better than expected.

The employer, experienced worker and student agreed at midyear that the student's ability to supervise the children had improved. The employer felt the student was more confident in speaking directly with the children and seemed to be more alert to situations that were developing. The experienced worker noticed a big improvement in her ability to hold the children's attention during "circle time." The student still considered discipline an area needing improvement. The experienced worker felt the student's frustration and nervousness during "circle time" could be controlled by thinking through activities prior to supervising. The experienced worker questioned whether her presence in the room bothered the student. The employer said that the student allowed her private life to influence her emotional and mental feeling of well being when she was with the children. When a traumatic experience occurred at home she brought this to work with her and was not as alert to job situations.

At the end of the school year, the employer, the experienced worker and the student felt she could perform all the tasks of the job which she was expected to learn. Dependability was considered a strong quality by all three. The experienced worker mentioned her outgoing personality and ability to communicate well with her co-workers as strong qualities, while the student mentioned talking and singing with the children. The employer added that the student seemed to feel at ease about her job. Both the employer and experienced worker mentioned the student's harsh tone of voice as a weak quality. This was especially evident when she seemed upset or bothered by something. Difficulty directing "circle time" was still considered a problem by the experienced worker since this was a time when she needed to use a louder voice and it was usually low and soft. The student pointed out discipline as her weak quality and said when she didn't follow through it was necessary for the experienced worker to take control. She noted that little problems tended to upset her and she should not allow this to occur. The employer and experienced worker both felt that the student rated herself as a "good" worker. The student rated herself as "acceptable" if she were the employer but felt the employer considered her a "good" worker.

Student 1 graduated at the end of the school year and due to summer marriage plans, stopped working at the center.

Student #2

Description. Student 2 was a high school senior and member of a minority race. She was very quiet and, academically, a slow learner. Her father was a supervisor in the food service area of a local hospital and her mother did housework outside the home. She was employed as a child care aide in a child development center. Her first work was with four-year-olds and later she was moved to the three-year-old room. She arrived at the center at 2:00 p.m. when the children were napping and later helped with snacks and such activities as playing outside, reading stories or playing records.

Reason for Matching. The employer selected the experienced worker because she felt she was outstanding in her manner of relating to children and young people. She seemed especially successful with "difficult" children (learning disabilities, emotional problems, etc.). Her work experience, of approximately twelve years, included day care center work in both lower and higher income neighborhoods. The employer was impressed with what she considered some unique teaching methods she had developed. When the employer discussed the research project with the experienced worker she seemed enthusiastic. The employer also mentioned that she had wanted to place another worker, such as the high school student now being discussed in the four-year-old room during the afternoon. The experienced worker was a female, approximately 35 years old.

Tasks of the Job. When student 2 began work, the employer showed her the use of the time clock, the place for breaks, and how to leave equipment; she also explained the student's work schedule. The employer left the job of teaching up to the experienced worker and asked her to explain the center's "theory of doing things" and the routine followed in the room. The experienced worker said she had shown or told the student such things as putting cots away after nap time, reminding the children to wash their hands before snacks, refilling juice pitchers and supervising painting activities. Allowing the children to do things for themselves was considered important by the experienced worker and the student seemed to sense the importance of this concept. The student mentioned the experienced worker was helpful when she had difficulty handling a situation. Prior to the second interview, the student was moved from the four-year-old room to the three-year-old room and was not under the supervision of the experienced worker. Frequent visiting between the student and a school friend, also employed at the center, prompted the move. A co-worker did share responsibilities with the student in the newly assigned room part of the time she was at the center. At this time the employer was considering whether a new experienced worker should be assigned to the student or if some arrangements could be made to continue at least limited association with the present experienced worker. The teacher-coordinator and employer had felt it was best for the student not to know she was specifically chosen for involvement in a special research project and therefore, the student assumed her relationship with the experienced worker was no more than that of a friend and co-worker on the job. No mention was made of anything being shown or told the student by the experienced worker. The employer said she had not given any specific instructions to the student because she felt she was capable of performing the necessary tasks on her own. The student was aware only of being observed occasionally by the employer.

The same arrangement of no direct supervision by the experienced worker

was still in effect at the end of the school year. The employer mentioned that she made daily visits to the student's room, but specific instructions were given during staff meetings.

Performance. At the time of the first interview the employer and experienced worker were pleased with the student's manner of relating to the children. Specifically, the employer mentioned her "natural feel" for this type work, the fact that she made positive statements and seemed to know when to be directive or non-directive with the children. The experienced worker pointed out that the student's attitude toward the children was good, that is, she treated and reacted to them like they were people. She also felt the student demonstrated initiative, accepted suggestions and followed instructions. She worked particularly well with one child in the room who had a behavior problem. The student said she had no problem involving the children, keeping their attention and telling stories. The employer and experienced worker agreed the student needed to be more "verbal" and felt the need for feedback in their relationship with her. Although they felt she was capable of "working within our framework" where materials and guidance were readily available, they questioned her ability to plan and execute activities in a new situation. The student found it difficult to manage the children when they argued and often found it necessary to ask the experienced worker for assistance. The student's performance was considered at least average if not ahead of what would be expected of a new student trainee at this time by the employer. The experienced worker agreed and added that other trainees had not always been as willing and capable.

At the time of the second interview, when the student had been moved to another room, the employer and experienced worker agreed that she had shown no definite improvement. The student felt that she had continued to improve in her relationship with the children, but needed to learn differnet activities to keep them involved. The student's attitude was a major concern of both the employer and the experienced worker. Although the student's job performance was adequate, the employer and experienced worker felt she was not "showing enough concern" for the children. The experienced worker also mentioned she was not as "responsive" with co-workers, but they could deal with the situation better than the children could. The employer felt the situation was more typical of performance demonstrated by a beginning worker, but found it unusual and difficult to handle following several months of employment. The employer said she would employ student 2 after school ended in May if she was needed and her performance was acceptable.

At the end of the school year, the employer had not assigned a different person to serve as experienced worker. Limited contact between the student and experienced worker did continue, however, and increased later on when the experienced worker assumed the role of employer during her employer's vacation. Thus the experienced worker was able to respond to third interview questions. The employer, experienced worker and student felt she could perform all the tasks of the job which she was expected to learn at the end of the school year. The employer considered the student's strongest quality her manner of coping with problem situations in a calm, matter-of-fact way so the children were not upset. The experienced worker felt she saw the children as people, had a good relationship with them and when she wanted to, could be "very excellent" with them. The student considered herself a dependable worker, capable of getting along well with others and good in art activities with the children.

Her weakest quality, according to the employer, was that she was easily influenced by her peers in a negative way. "I really believe in some areas she has been told, 'you need not put forth that much effort,' and has responded to this. I think she was influenced that it was not her job to have to work with a special education child in one class who required special attention." The experienced worker agreed that the student was too easily influenced and was equally weak in "not being willing to communicate her feelings." The student commented only that she was weak in "group time" activities with the children.

The employer said the student probably rated herself as "acceptable," but she was never really sure how the student felt about herself. The experienced worker agreed that the student rated herself as "acceptable," She added, "I feel she is good at this work, but she feels like it is just something she got into because she needed the credits." The student said she would rate herself as an "acceptable" worker if she were the employer and that the employer in fact rated her as "acceptable."

Student 2 graduated at the end of the school year but continued working at the child development center through the summer months.

Student #3

Description. Student 3 was a 16-year-old high school junior and a member of a minority race. The teacher selected her for the project because she was economically disadvantaged and below average academically. She was a member of a large family, the mother working as a cook and the father retired and living away from the family.

While participating in the research project, she was employed as a child care aide at two different child development centers. Shortly after one month's employment at the first center, she was fired, and she quit the second job after approximately one month.

The student did not specifically describe her responsibilities at the first center. She was assigned to the infants' room and said she babysat for infants to 18 months old.

Reason for Match. A 17-year-old high school senior and member of a minority race was selected as an experienced worker. She was a second year student in the vocational child care program. A single mother, she was economically and socially disadvantaged. It was the employer's understanding that a match should be made on a minority basis. Therefore she said she actually had no choice since the selected experienced worker was the only black employee. Also since the afternoon staff was primarily school-age employees, the choice of an experienced worker was limited. The employer felt the experienced worker had overcome several problems for a 17-year-old and was doing remarkably well as a student, a mother and in her own work.

Tasks of the Job. Other than showing the student how to sign in and out the first day, the employer left most of the "show and tell" up to the experienced worker. The experienced worker said the employer asked her to tell the student to sign the correct time by checking the office clock. She explained that

"a couple of times (student) would clock in when she came rather then when she was to start work and she is to leave at 5:30 and if she leaves earlier she still writes down 5:30." The student mentioned that the experienced worker explained the routine followed each day in the room. The experienced worker added that if the student made a mistake she corrected her immediately.

Performance. When the student first began work, the employer noted that most of the time when she walked by the room, the student was down on the floor playing with the children. She commented, "She gets a tremendous amount of points from me on this. She is very attentive, not only to their physical needs, but is always doing something with them." The experienced worker agreed that the student was attentive to the children and also described how she was effective in dealing with the parents. When the parents asked her a question she would answer, smile and play with the baby while they were waiting. The student said she did not need to learn to do anything better, and in fact, could do everything well. The employer had "vague feelings" that the student's dependability was questionable since the student seemed to require prodding by the teacher and experienced worker. She specifically referred to a day when the student was absent and did not call in. If the student had not been in the vocational child care program, she said this would have been reason to terminate her job. The experienced worker also commented on the same absence and the student's occasional forgetfulness of routine procedures. The employer mentioned the student's quiet manner, the fact that she was not open to questions and seemed to be somewhat lazy. Her performance was considered "pretty much in the middle" in the comparison to other new student trainees, according to the employer. Since the majority of the staff were older women, the employer said she had to remind herself that the high school age employees had other interests and many reasons for working, that perhaps they would rather be doing something else and therefore, were resentful of the time spent at the center. The experienced worker had not worked with another student trainee before and felt she could not evaluate the student's performance in comparison to others.

After the student was fired, a follow-up interview was conducted with the employer, experienced worker, and student concerning the termination.

Follow-up Interview. The employer felt the student was totally uninterested in her job and "it was very obvious she didn't like it here," but when questioned she did not mention specific circumstances leading to the termination. In fact, the employer asked the teacher to tell the student not to come back to work. Although the student said she did not know why she was fired, both the student and experienced worker mentioned a specific incident involving a white parent which occurred the day she was fired, and seemed related to the termination. It seemed to them prejudice was the issue. The experienced worker elaborated further: "One day we had just got them up from nap. The workers in the morning didn't take off (a child's) pajamas. I took off half of them and set him in the play pen because another parent came up. His daddy came and he got real mad. (Student) was going to get him and change him. He told (student) not to put any clothes on, but give him to him like he was. That is what (student) did. He came down and told (employer). Next thing I know (student) was fired... To me I think it was prejudice why she got fired. It kinda made me mad. Really I don't think (employer) was truthful when she fired (student) ... That was the first time."

Concerning the student's performance, the employer did not feel she tried to improve and was not very prompt. In contrast with a statement she made during the first interview, the employer said, "I would go by the room and I never saw her do anything but sit in the chair. One day she was asleep on the floor. She was just really totally unsatisfactory." The experienced worker mentioned being told by another employee that the student was asleep one day. "To me it didn't look like she was asleep, but then she told (employer) she was asleep. (Employer) asked me if student was asleep. I said if she was, I didn't see her." The experienced worker was complimentary of the student's performance, but said, "I guess somebody else saw something I didn't see." The student said, "I thought I did kinda good on all of it, at least I tried to." She also said she preferred to work alone, while the experienced worker felt she worked better when she was with somebody she knew and the employer thought she needed more supervision than she had.

According to the experienced worker, there were "certain people" the student did not like or who did not like her. She commented, "I told her, just think about the work, don't try to get into the nobody else deal. If they don't like you, just do your job good and they can't criticize you for doing what you know how to do. It seems to me everytime she would do something right something would happen and somebody would go back and tell it, or even something they though she did wrong . . . She had a little attitude, but she would not get it toward me. A lot of people said she had an attitude and would get kinda out of hand sometime."

Both the employer and experienced worker felt home and/or personal problems may have contributed to the student's eventual termination. The employer felt the student had no support from home.

When asked how she thought the experienced worker felt about working with the student, the employer said, "I think she felt very put upon and I think the whole thing was very unfair to her. She was doing the bulk of the work . . . She persevered and as soon as she got some new help, she came right back out." In contrast, the experienced worker felt good about her relationship with the student and "thought it was a great experience."

The employer felt that because of her school association with the experienced worker, the student "just felt they were contemporaries, equals, and she didn't have to pay any attention to her." According to the employer, the experienced worker was very "easy going" and thought that the arrangement would have been different had the student been placed with an older individual.

Job #2. Approximately one month after student 3's first job was terminated, she began working at another child development center with two-year-olds. She quit the job at this center after approximately one month. The student had stopped work at the center before the only interview concerning this job was conducted. Since the assistant director had observed the student's performance, she was also present at the time the employer was interviewed.

Reason for Match #2. A 16-year-old white high school student from a rural background was selected as an experienced worker. Before being employed at the center, she had worked in a gift shop. The afternoon staff consisted mostly of young people, so the employer selected the employee she felt was "most

dependable, level-headed, practical, calm, patient with the children, congenial and interested."

Tasks of the Job #2. The employer said that when she talked with her the first day, the student seemed to look forward to working at the center. The employer discussed the teacher policies with the student, but left the training to the experienced worker. Conversations between the employer and experienced worker took place before the student clocked in and concerned ways to help the student. Whatever the experienced worker was doing as a lead teacher, she was willing to assume another role and let the student take the lead position "so she would not feel like an aide." According the experienced worker, the employer had asked her to compliment the student and show her how to do everything. Specifically, she showed her what the children could play with, when they needed supervision, how to prepare snacks and how to take them to the potty. Sometimes she had to show the student a task more than once.

Performance #2. Both the employer and experienced worker felt that playing with children was something the student did well. "She loved them and if they got hurt she would hold them," according to the employer. The student felt that she generally worked well with the children but could do better with infants. The employer commented that she "didn't really seem willing to do any of the jobs that took special effort." The experienced worker added that she "looked at the job as just playing with the kids and not doing everything else to take care of them; there is a lot more to it and she didn't like that." In contrast, the student only said that she played with the children but needed to talk with them more. Concerning the student's performance, the assistant director commented, "the more she was here, she didn't catch on like I think someone would." The employer felt she lacked the enthusiasm and initiative she expected in student trainees. Although she had never worked with a trainee before, the experienced worker felt that "someone who was really serious and interested in the job could have done a lot better."

Follow-Up #2. The assistant director felt there was a lack of communication between the student and experienced worker. The experienced worker said the student never said anything or asked any questions. She further commented, "I was afraid (student) would feel like I thought I was above her by telling her all this stuff. I think I didn't tell her half as much as I probably should have because I was afraid she would feel inferior and not even want to come back at all because of the way I was treating her . . . It is kinda hard for me to tell people you are doing something wrong." She said the teacher told her that the student mentioned in class that she didn't like children. Although the student played with the children, she didn't like the other tasks of the job. The experienced worker added, "it is no joy in my life to change a dirty diaper and I didn't want her to think I was shrugging it off on her . . . she was here a month or so and she maybe changed one diaper." The student said she most liked to play with the children and least liked changing diapers and toileting the children.

The student said she preferred to work alone rather than with others. The experienced worker and assistant director both commented that the student seemed to work better alone. The experienced worker said, "It sounds terrible but I stood outside the door and listened and she did a lot better with me out of the room. I had an errand to run and stood outside the door for awhile and

she did real good with the kids telling them stuff. When I came back in she got real quiet. I was always standing there and I guess she thougnt if she did something wrong I would run into her teacher and say (student) did this." The assistant director said that during the Christmas holidays the student "had the class by herself and was fine; when I put her back . . . with someone over her, she didn't take to that."

The employer felt the student was progressing as well as expected, when she stopped coming to work. She said she wondered if it was their fault and didn't know if the student had home problems. The assistant director felt the student's comment that she hated children was an excuse and that there was really something she didn't want to tell the teacher or anybody. The employer told the teacher she had no bad feelings toward the student and would take her back if she wanted to return.

Comparing both jobs, the student felt the advice from the first experienced worker was more helpful. She felt she accomplished something on the first job, but little on the second job and in fact, there was nothing she would have liked to accomplish on the second job. She preferred working with infants rather than two-year-olds. The student did not like the discipline procedures she had to follow at the child care centers. She also commented, "I have two little nieces, three and four. I can do anything to them, if they are bad I hit them, make them straighten up."

The student said that the reason she enrolled in the cooperative child care program was because she wanted a job, but didn't know it had to be with children. She said she would like to be a typist or a cashier in a department store and in fact, already had another job. She had been working at her brother's grocery store on weekends for three or four years. When she stopped working at the child care center, she also dropped the child care class. She said she liked the class, but her mother told her to "get out" of it. When she dropped the two-hour CVE class, she enrolled in child development (theory) and world literature.

School B

Student #4

Description. Student 4 was a 16-year-old high school junior, a member of a minority race and one of five childern. Her teacher described her as being socially well adjusted and liked, but slow at "cognitive" tasks and having poor "time-perspective." The teacher further commented that the student really wanted the job so she could have money of her own and also be able to help out at home if necessary. The student had worked previously on a limited Neighborhood Youth Corps program. She was employed as a child care aide in a day care and child development center. Besides supervising activities with the children the student cleaned the facilities and did the laundry. Since she was not assigned to a specific age group, she was expected to know the general operations of the center.

Reason for Matching. The employer selected a 34-year-old white female to serve as the experienced worker. Although she had only completed the ninth grade, her "burning desire to succeed" led her to earn the GED. She was the day supervisor and had been employed at the center since it opened. Her experience prior to employment at the center was volunteer work with church and community groups. According to the employer, the experienced worker had a "gift of working with people," was completely trustworthy and related well to young people as well as children.

Tasks of the Job. In the beginning, the employer and experienced worker commented that they had shown the student the general procedures such as cleaning, using disinfectant, and using and storing cots. According to the student, the employer "only tells me once, then I know."

Performance. When the student first began work the employer and experienced worker agreed that the student did many things well. They specifically mentioned her being firm with the children and getting along well with co-workers. The experienced worker further commented on the student's initiative, dependability and punctuality as being good. The student felt she followed instructions well, picked things up quickly, got along well with co-workers and parents and was usually on time. She said that in a report to the teacher, the experienced worker and employer "said I dress neatly, have a smile and a sweet attitude." Keeping the children under control was mentioned by the student as an area needing improvement. Although the employer and experienced worker did not mention any specific area needing improvement, they felt her work had begun to slack off or she procrastinated in completing assigned tasks. In addition, the student was not always showing up when expected. They both felt that the student's performance was perhaps influenced by a friend who was recently hired and soon fired at the center or because the "newness" of the job was wearing off. The employer and experienced worker both agreed that the student's performance was as good or perhaps better than would be expected of any other new student trainee. The employer felt the student was very naturally inclined toward working with children. The employer and experienced worker both expressed concern that the student's good performance was beginning to decline.

Approximately one month after the first interview was conducted, the researchers were notified that student 4 had been fired. A follow-up interview with the employer and experienced worker provided additional information. Several attempts were made to conduct a follow-up interview with the student, but no contact was made. Her repeated absence from school eventually resulted in her being withdrawn by school officials.

Follow-up Interview. When the employer was asked about the student's performance prior to termination, she clarified a misunderstanding that student 4 had not been fired, but instead quit her job. She further commented, "For some reason, one Saturday I had to leave the building, and it was (student) and three more employees on. They let some boys into the building, and they know this is a no-no. They was playing in the bathroom and they busted the whole frame of the door outside. So I brought them in, talked with them, talked with their parents, and said, 'this will be deducted from your check," and this is what made her quit . . .I really chewed her out. It pushed her away from me, but like I told her, she knew better." When she was questioned further about whether the student quit immediately, the employer answered, "No. She asked me if I was going to take it [deduction] from the other girl too, I said

'yes.' She still worked for awhile, but she had a problem of coming in. I didn't know where she was and her parents didn't know."

The teacher mentioned a conversation with the employer concerning the broken door incident. According to the teacher, the student was distressed about the deduction, but when she talked with her she would not assume any responsibility for the problem. The teacher said, "From this time on, she has been tardy, truant, refused to do her work, as a result she is failing all her courses."

Both the employer and experienced worker agreed that the student's performance had been good until shortly before the incident. The experienced worker commented that she did not need much supervision and that "she kept busy and the worked with the children a lot. She didn't sit around idle so much . . . She was real eager and dependable and then she got used to us and got to where she didn't care . . . I think she had too many irons in the fire, and this was least important to her, for her age." The employer added, "She just went right on and did her work, with or without me, because she knew what I expected. . . At one time, I really had quite a bit of confidence in (student). I let her run personal errands, going to the bank, using my car and maybe going to the store for me. This is somthing I seldom do with school girls, but I could trust her to go and come right back."

Both the employer and experienced worker felt it would have been helpful to have known more about the student in terms of her home life and school activities. They felt that with this additional information they could have helped her more than they did. Both were concerned with the student's amount of responsibility at home, because she was the oldest child. The employer assessed the student's problems in the following way: "Well, in all of our lives, when we're teenagers you're thinking about boys. At first it was fine, then she got boys on her mind, then she just drifted." She added, "At first it was just teenage boys. . . but when you get talking to an older man . . . it's different." In commenting of the student's problems at home she said, "Her mother was calling me to see if she was at work, and she hadn't seen her for two or three days, this kind of thing. I didn't know, her mother didn't know. When she showed, I tried talking to her, but it didn't do much good. She just went on and quit."

Both the employer and experienced worker felt good about the matching arrangement and said they would be willing to use the procedure again in the future. They felt the student had had a good experience and benefited from her employment at the center. When visiting the center several weeks after quitting her job, the student approached the employer about being rehired. However, the employer did not rehire the student and did not mention any specific reasons for her decision to the researcher.

Student #5

Description. Student 5 was a high school senior an a member of a minority race. She was very quiet and shy, one of eight children at home with a father and stepmother. Academically, she was a low achiever and had particular

deficiency in reading and writing skills. She was employed as a dietary kitchen aide at a large metropolitan hospital, which was her first job. She was one of several part-time student workers in a kitchen serving one floor of the hospital. She performed an average of two of the following tasks each day: washing and drying dishes, spooning vegetables into dishes, pouring drinks, preparing serving trays, and completing menu forms.

Reason for Matching. The employer explained that the decision of which experienced worker to match with student 5 was based on the established supervisory personnel arrangement. Thus, she was matched with the two supervisors of that shift of workers, at least one of whom worked with her each day. Both experienced workers were middle-aged women, one white and one of a minority race.

Tasks of the Job. When student 5 began work, the employer showed her about completing payroll and health forms, having a physical examination, using the time clock, and working efficiently. The employer left the job of teaching up to the experienced workers and asked them to explain work assignments and answer her questions.

By midyear, the employer was not directly showing student 5 anything new. Her contact with the student consisted primarily of occasional friendly conversations while making rounds. She did ask the experienced workers to explain the procedures to follow when injury occurred on the job. It was at this time that the student asked to learn about the completion of menu forms, a task not required of her.

At the end of the school year, the employer reported that her contact with student 5 consisted of talking with her occasionally, primarily about her transportation problem. The problem was a result of home difficulties. However, the student stated she no longer had any contact with the employer because she was gone by the time the student arrived for work. Both experienced workers agreed the student needed very little work supervision at this time. Their contact consisted only of working together and some personal conversation. The minority experienced worker had additional personal contact with the student when she drove her to help relieve the transportation problem.

Performance. At the time of the first interview the employer, experienced workers and student all agreed that the student's performance of tasks was sufficient. Grooming, punctuality and relationships with others were specifically mentioned as being good. The employer and experienced workers agreed that her speed of working needed improvement. The student said she needed to improve in preparation of the drink list. The student's performance was considered as good as would be expected of any other new student trainee at the time by both the employer and experienced worker.

The employer and experienced workers agreed that the student's manual skills had improved by midyear. The student felt that her speed had improved on some tasks, such as drying dishes, but needed further improvement in tray preparation. One experienced worker agreed that the student needed to work faster. It was the employer's opinion that although the student had improved in manual skills, she probably would never be really skillful and did not look ahead to see what needed to be done. The employer said she expected to employ student 5 after

school ended in May in her part-time capacity or even a full-time capacity if an opening occurred and she was interested.

At the end of the school year, the employer, the experienced workers and the student felt she could perform all the tasks of the job which she was expected to learn and the additional skill of completing menu forms. The student was considered a dependable employee by the employer and experienced workers until the transportation problem arose. In addition, her manual skills and her ability to get along well with others were considered her strongest qualities by the experienced workers and herself. The employer added that the student had pride in her work, in other words she was able to see her job as an important one in the total operation of the dietary kitchen. Weakest qualities, according to the employer, were her lack of initiative and self-confidence. Her slow manner of working was considered a weak quality by the experienced workers. The student mentioned that her moods seemed to affect the speed of her work, resulting in inconsistency. The employer thought the student rated herself as "acceptable" or "acceptable to good" since she still lacked self-confidence. Both experienced workers agreed that she would rate herself as "good." The student said she would rate herself as a "good" worker if she were the employer and that the employer in fact rated her as "good."

Student 5 quit her job approximately two weeks before the end of the school year. She moved to another town.

Student #6

Description. Student 6 was a high school senior and a member of a minority race. Her father was a truck driver of 23 years with the same company and her mother was a beauty operator who owned her own shop. This was her first year in the vocational child care program, although she had previously worked in a fast food restaurant. Academically, she was an above average student. She was chosen for the research project because of her strong desire to work in child care. She was a child care aide at a predominatly minority pre-school learning center. Her duties included helping to supervise the children during snack time, playing games, singing, and reading to them.

Reason for Matching. The employer selected the experienced worker because she felt she "had a complex" and needed to be "developed." The experienced worker had "had it rough" and needed to prove her worthiness to herself. It was felt that student 6 and the experienced worker could learn from one another. The employer considered the experienced worker the only teacher she felt could "relate" and do what she wanted. The experienced worker was a middle aged woman and also a member of a minority race.

Tasks of the Job. When student 6 began work, the employer explained a possible problem with pay since additional funds might not be available. She also encouraged the student to prepare lesson plans. According to the student, the employer showed her around the center, explained the duties of the other workers and told about the daily procedures prior to and following her arrival. The employer allowed the student freedom in planning and directing activities, but explained that the experienced worker would help her and answer her questions. She said she "trusted in" the experienced worker to take care of training the

student. The experienced worker said the employer had asked her to show the student about arts and crafts, for example, making Halloween masks. Other tasks the experienced worker showed the student included the procedures following "nap time," helping the children with snacks, classroom activities and how to "handle" the children.

By midyear, the employer's contacts with the student consisted primarily of giving her directions regarding daily work activities, although the student perceived the experienced worker in this capacity. The student said the employer had told her about helping the children with plays and other activities centered around holidays. The employer asked the experienced worker to help the student to improve in science and art activities and to encourage the student to participate in field trips and nature walks. The experienced worker added that she asked the student to work at school to learn songs and dances to teach the children. Soon after the second interview, the experienced worker underwent surgery and was absent from the center for several weeks.

At the end of the school year, the employer reported that she and the student had become close friends. Their relationship was such that the student felt free to discuss personal problems with her. In addition to these personal conversations, the student mentioned the employer's assistance in the classroom and in trying to procure funds for her summer employment. The experienced worker's contact with the student consisted of an occasional phone conversation during her absence.

Performance. At the time of the first interview, the employer, experienced worker and student all agreed that she was doing well in terms of punctuality and appearance. The employer added that she always came in with a smile. Story telling was mentioned by the employer and experienced worker as being very effective. The student said she got along well with others and the experienced worker agreed. The student needed to learn more games and songs and she mentioned discipline as a weak area. The student's performance was considered as good as would be expected of any other new student trainee at the time by both the employer and the experienced worker.

The employer, experienced worker and student agreed she had improved in song and game activities with the children by midyear. The experienced worker felt the student was showing more initiative. The student mentioned feeling more at ease with the children. She did feel, however, she could improve in all areas, specifically learning more songs. Songs, games and art activities were also mentioned by the employer and experienced worker as areas needing improvement at this point. The employer said she expected to employ the student after school ended in May if Neighborhood Youth Corps funds were approved.

At the end of the school year, the employer, experienced worker and student felt she could perform all the tasks of the job which she was expected to learn. The student said however, "I still need to improve on how to keep the kids quiet and interested while I'm teaching something." Getting along well with co-workers and the children was considered a strong quality by all three. The employer mentioned she could adapt to new situations and worked well without constant supervision. Other strong qualities mentioned by the experienced worker were reading activities, dependability, punctuality and appropriate appearance. Her weakest quality, according to the experienced worker, was in the arts and crafts area. The employer felt her voice was rather loud at times. The student

found it difficult to obtain the children's attention in a teaching situation. The employer and experienced worker thought the student rated herself as a "good" worker. The student said she would rate herself as a "good" worker if she were the employer and that the employer in fact rated her as "good."

Student 6 continued to work at the center during the summer months because the N.Y.C. funds were approved.

School C

Student #7

Description. Student 7 was a 16 year-old high school sophomore, a member of a minority race and an orphan. She and her brother and sister lived with a non-related family, and she reportedly used part of her salary to help purchase groceries for the family. Besides being economically disadvantaged, she was also diabetic. Her 1.08 grade point average exemplified her low academic achievement. She was employed as a nurse's aide in a predominantly minority race nursing home. Her four working hours during the afternoon bridged the daytime and evening shifts. Although her primary responsibility was feeding the patients their evening meal, she also provided general care for them such as changing their clothes and talking with them.

Reason for Matching. The employer stated that she first selected a co-worker whose work was comparable to that of the student to serve as the experienced worker. The decision was made by the employer to select another experienced worker when she learned the worker was telling the student she was going to be fired for not doing things right. Although the employer sensed the student's insecurity as a new employee, she concluded that the worker had developed a "power image" as a result of the match.

The employer decided the best solution was to match the student with another experienced worker. She chose an older individual because she considered her a "mother image." Because of her supervisory role, she felt the student would not be confused and "swallowed up" during her training. An excellent nurse's aide according to the employer, she had worked at the nursing home 13 years. Although she was not a professional or licensed person, she had insight and abilities for subtle yet effective teaching.

Tasks of the Job. In the beginning, although the employer did not work directly with the student, she observed her performance and was available for help. She said she told the student when someone had been complimentary of her work. The experienced worker said the employer asked to reassure the student that "we aren't ready to kick her out the door." According to the experienced worker, she taught her how to prepare the patients for their evening meal, how to feed them, how to clean them up, and how to prepare them for bed. She also taught her how to care for the patients who required tube feeding. The student added that the experienced worker had shown her laundry procedures and told her to be "nice" to them and alert to their physical needs.

Midyear, the employer mentioned talking with the student about her relationship with the patients. She felt the student was "vulnerable" and tended to believe everything the patients told her. The employer asked the experienced worker to assign the student the responsibility "to force fluids" for one of the diabetic patients. The experienced worker mentioned that she was not showing the student any new or different tasks at this time but commented that she was anxious to do anything she requested.

At the end of the school year, the employer and student had daily contact, but teaching was no longer involved. The student mentioned only that she asked the experienced worker what to do when she did not know something. However, the experienced worker said the student came to her with her problems, even her family problems. She further commented, "I take her with me a lot in the afternoon if I'm going to do something. I tell her to come help me and be helping me I feel like I'm showing her and helping her to carry on after she gets out."

Performance. At the time of the first interview, the employer and experienced worker agreed that the student had a neat appearance and a good relationship with the patients. The student said she was communicating well with the patients and had learned to handle problem situations such as calming an upset patient and returning him to his room. The employer did not point out any specific areas needing improvement but felt that further experience would be helpful. According to the experienced worker, the student needed to develop patience when caring for those who needed to be fed. She said the student tended to remove their trays too soon and felt confined in the patients' rooms. The student mentioned that she needed to improve in "rolling the patients" in order to change their clothing and bedding. It should be pointed out that the student had asked the teacher for help about feeling uncomfortable in her relationships with her other co-workers. Although the employer felt the student's background was better than previous student trainees, the experienced worker felt her performance was "pretty much on the same level" as other new student trainees. She specifically mentioned that the student was slow in "catching on" and required a lot of patience from the supervisor.

At midyear, the employer and experienced worker agreed that the student was giving better personal care to the patients, for example in bathing them. The employer was surprised with her ability to perform many tasks not normally handled during her working hours. Improvement in appearance and dependability was also noted by the employer. The student said she had improved in "relating" to the patients and caring for those who were bedridden. Specific areas needing improvement were not pointed out by the employer or experienced worker, only additional experience. The student felt she needed to learn the patients names better, in order to serve them the right meal trays according to their dietary requirements. The employer said she would employ student 7 after school ended in May if she could adjust her work schedule to earlier hours.

The employer, experienced worker and student felt she could perform all the tasks of the job which she was expected to learn at the end of the school year. The experienced worker added that she still needed guidance and was not able to "take over and go on her own." The employer considered the student's strongest quality her outgoing manner with the patients. The experienced worker agreed that she showed an interest in the patients and went out of her way to do things for them. "Relating" to the patients and caring for their needs were considered strong qualities by the student. Her sensitivity was apparent when she commented, "when they are hurting, it is hurting me, it touches me." The

employer and experienced worker agreed that her weakest quality continued to be her believing everything she was told by the patients. The experienced worker added that the student still needed reassurance that she was doing a good job. The student said she felt weak at times when she was not able to fill a patient's requests that is, "something I know I can't do."

The employer said she felt the student would probably underrate herself as a worker, probably "acceptable." However, the experienced worker felt the student would probably rate herself as a "good" worker. The student said she would rate herself as an "acceptable" worker if she were the employer, but felt the employer rated her as "good."

Student 7 continued to work at the nursing home until the end of the summer. Following summer vacation, she was transferred to another high school and the distance made it impossible for her to continue work at the nursing home.

Student #8

Description. Student 8 was a high school junior and member of a minority race. The teacher-coordinator selected the student for the research project because of her need for financial assistance and because she was having some "personal" problems at home. She was employed at a newly-opened, large, chain cafeteria where she bussed tables and sometimes worked on the food line and in the laundry.

Reason for Matching. Because the cafeteria was a newly established business, an experienced worker was not available during the beginning weeks of the student's employment. The employer later allowed the workers to select a floor supervisor from their own group, by a majority vote. The employer felt this procedure might eliminate future problems and that, "any gripes later, it will be their choice."

A 17-year-old high school student was elected floor supervisor and became student 8's experienced worker. Not only did the student and experienced worker attend the same high school, they also lived in the same neighborhood. A member of a minority race, the experienced worker had had previous work experience in two other types of food service establishments. The teacher-coordinator commented that the experienced worker "has had some problems of getting along with most of her teachers and getting to school on time." The employer said the experienced worker had made a good floor supervisor and in fact, was one of the best workers he had.

Tasks of the Job. Since there was no experienced worker assigned in the beginning, the employer assumed the teaching role. He said he told the student that although she was hired to "work the floor" [bus tables], she might be needed in other capacities at times. For this reason, he also showed her how to do laundry, roll the silver, work the food lines and run the coffee station. All employees were expected to know the general operations of the cafeteria. The student said the employer told her the correct thing to say and do and how to serve coffee to the customers from the coffee cart. When she bussed the tables incorrectly, he reviewed the correct procedure with her. He also told her always to wear a hairnet, her name tag and a neatly pressed uniform. The experienced worker said that because the student's basic job was "easy

and simple," instruction was necessary only when the student had to do something different, such as serving salads. The experienced worker also had contact with the student when she held employee group meetings to handle problem situations.

At midyear, the employer did not mention showing or telling the student anything recently, but the student said he told her to run the coffee cart more and to smile. The experienced worker said she had shown the student how to run the coffee cart by herself. However, the student said that although the experienced worker helped her bus some tables, "really, I do everything correctly." She also mentioned that the experienced worker told her not to brush crumbs on the floor, "but I don't brush crumbs on the floor."

At the end of the school year, the employer and experienced worker were primarily observing the student's performance. The experienced worker said, "She knows her work pretty well, so she doesn't need much help." The student agreed that she was only being observed by the employer and experienced worker.

Performance. At the time of the first interview, the experienced worker said the student was dependable and punctual, and that she performed the tasks of the job well. The student said she was doing a good job bussing tables. According to the employer, the student's appearance was always neat. He felt that her attitude affected her work performance, for example "sometimes I believe she come in with some trouble in her mind." When she was moody, her work was slow and sloppy, but otherwise, it was considered excellent. The experienced worker also commented on the student's attitude, but primarily as it affected relationships with the customers. She felt the student needed to realize the importance of smiling and being nice to the customers, even if they were rude. The experienced worker commented on the student's slowness and felt she needed to "pick up" speed. The student felt she did not need improvement in any area and in fact, commented, "I already know how to do everything." The student's performance was considered as good as would be expected of any other new student trainee at the time by both the employer and experienced worker.

At midyear, the experienced worker felt she was "really trying," and the employer commented that she now showed an interest in her work. Although the student's speed of working and her smiling more were mentioned by the employer and experienced worker as having improved, the experienced worker felt she needed additional improvement in these areas. When the student was asked what she had learned to do lately on the job, which she could not do well at first, she said, "nothing really, I already knew how to do everything." However, she said she did need to work faster. The employer mentioned no particular areas which needed improvement and he hoped to employ the student after school ended in May if she wished to stay.

The employer, experienced worker and student felt she could perform all the tasks of the job which she was expected to learn at the end of the school year. The employer considered the student capable of doing everything no matter where he stationed her. The experienced worker commented that the student worked hard and that "when there is nothing to do she usually finds something." Although the student considered her strongest quality "relating" to customers, the employer felt she was still not able to smile enough and be pleasant to the customers. The experienced worker added that it was sometimes hard for the student to

"get along" with the other employees. Again the student commented that she did not need to improve on anything.

The employer felt the student would probably rate herself as a "good" worker, but the experienced worker felt she would rate herself as "very good." The student said she would rate herself as a "good" worker if she were the employer and felt the employer rated her as "good."

Student 8 quit her job soon after school ended in May. At the end of the summer the employer left his job at the cafeteria and the assistant manager rehired the student for the same job. This year she is enrolled in the cooperative office education program at the high school.

School D

Student #9

Description. Student 9 was a junior and member of a minority race. She lived at home with her mother and six other children. The teacher described this economically disadvantaged student as being neat, polite but shy, willing to work but slow, cooperative but non-volunteering. She was employed as a cashier/waitress in a fast food establishment. The student's duties included taking orders, operating the cash register and making change, refilling empty containers, and cleaning equipment and work surface areas.

Reason for Matching. The student was employed at the business for approximately two months before she was matched with an experienced worker. In the beginning, the employer did not fully understand the experienced worker "concept" and there was some problem in arranging similar work schedules for the two employees. Eventually, the employer selected her son who was employed at the business and also attended college. She felt he knew the business and often allowed him to assume the supervisory role in her absence.

Tasks of the Job. When student 9 first began work, the employer showed her the routing procedures such as completing time sheets and washing her hands before beginning work. She also explained the menu, how to take an order, and what to way to a customer before and after an order. The importance of giving fast, efficient service was emplasized by the employer. She was concerned about the student being quiet and shy and was working with her to build self confidence. The student said the employer had shown her "everything" and gave her a uniform. Although there was no specific experienced worker at this time, the employer said she expected all employees to help a new worker, so "it makes them have an open mind to receive instruction."

At the time of the second interview, the employer said she had shown the student how to prepare tacos and reminded her about "little things" she may have overlooked, and the student agreed. The employer also asked the experienced worker to remind the student to do routine "little things" especially to speak clearly to the customers and thank them. According to the experienced worker he had shown her how to "take down" the ice cream machine and how to make banana splits. However, the student commented that the experienced worker helped her

with some orders,"but he doesn't show me what to do."

At the time of the third interview, the employer said she did not have to show the student "quite as much" because she was able to "carry the job through from beginning to end." The student said, "She doesn't show me nothing cause she said I'm the better one, that I'm a good worker." Both student and experienced worker mentioned that their contact was primarily friendly conversations, but according to the student, she did not work with him very much. Family illness prompted frequent absence of the employer and therefore, the experienced worker was assuming the supervisory role at this time. He gave the student routine directions and advised her of her work schedule.

Performance. When the student first began work, the employer commented on the fact that she was always on time, had a neat appearance, was a very sweet person and was "conscious about having everything ready to be served." Although the student did not point out any good qualities voluntarily, she agreed that her appearance, punctuality and job skills were all good. According to the employer, the student was withdrawn and unsure of herself. The employer also mentioned that she had problems making change, and the student agreed. However, her performance was considered as good as would be expected of any other new student trainee at the time by the employer.

At the time of the second interview, the employer and student agreed that she had improved in handling the money and taking food orders. The experienced worker also mentioned that she was handling money well, "at least compared to most new workers." He also felt that her punctuality, appearance, attitude and speed of working were all good. The student mentioned that she had learned to take down, clean and reassemble the ice cream machine. Although the student did not mention any areas needing improvement, the experienced worker felt she needed to be more familiar with everything, specifically the menu. The employer still considered the student's shyness a problem and felt she "could focus a little more friendliness to the customers." She also felt the student should find more things to do during slow periods. The employer said she expected to employ student 9 after school ended in May, and in fact, hoped she would continue working during her senior year in high school.

At the time of the third interview, the employer, experienced worker and student all agreed that she could perform all the tasks of the job which she was expected to learn. The employer said the student was reluctant to share what she had learned with an inexperienced employee perhaps because "she is afraid she might be criticized as overly bossy." Dependability, honesty and good attitude were the student's strongest qualities according to the employer. The experienced worker commented that she was punctual, dressed neatly and had "a lot of energy for working." Again, the student was hesitant to verbalize her strong or weak qualities as an employee. When prompted she agreed that her job skills were good and that she cooperated with her fellow workers. Bot the employer and experienced worker agreed that the student's shyness was her weakest quality. The employer further commented that the student was hesitant in decision making, that is "she takes a longer time to decide what is the best way or best thing to do at that particular time."

The employer and experienced worker agreed that the student would rate herself as a "good" worker. However the student said she would rate herself as a "very good" worker if she were the employer and that the employer in fact rated her as "very good."

The student continued to work at the same establishment until November, 1975. She remained in the co-op program until the middle of her senior year.

Student #10

Description. Student 10 was a sophomore and a member of minority race. She was a shy individual who lived at home with a mother and step-father and 16 children in the combined families. An above average student academically, she was economically disadvantaged. She was employed as a waitress in a small, family-owned restaurant. Customers had the opportunity of selecting food items from a menu or buffet line. The student's duties while on the job included cleaning off tables, refilling condiment dispensers, serving the customers water and bread along with their meals, making change at the cash register, and washing dishes.

Reason for Matching. The employer felt she had only one qualified worker to serve as the experienced worker. However, since the student and experienced worker had different work schedules in the beginning, the matching arrangement was not in effect during the first two months of employment. The experienced worker was the daughter of the employer, a member of a minority race, in her 30's, and the mother of teenage children. In addition to several years work experience in other restaurants, she had been employed at the family-owned business for several years.

Tasks of the Job. When student 10 first began work, the employer showed her the routine procedures involved in operating the restaurant. The student mentioned that the employer specifically showed her how to operate the dishwasher, how to close down the buffet line and "how to work the water fountain when it gets stuck." When the experienced worker began working with the student she showed her how to complete her time card, told her to wash her hands before beginning work and explained routine procedures. She said the employer had asked her to show the student use of the cash register and the importance of keeping busy. Responsibility for further training of the student was delegated to the experienced worker.

By midyear, the employer was mainly concerned about the student's forgetfulness in performing routine tasks such as remembering the customers' choices of food items. The student said the employer had to remind her about forgotten tasks, such as refilling the holders with napkins and the refrigerator with soft drinks. The experienced worker agreed that she had to remind the student to complete "little" tasks. The student's lack of initiative was also a concern of the experienced worker. She encouraged the student to "show interest" in her work and to be friendly with the customers since these things are important in earning raises and tips. The employer specifically asked the experienced worker to teach the student the use of the cash register and how to make correct change. The student mentioned that the experienced worker assisted her when she had difficulty making change and that "she gave me lots of stuff to add up" for practice.

At the end of the school year, the employer and student agreed that their

contact consisted mainly of friendly conversations. It was still necessary to remind the student to perform some of the necessary tasks, according to the experienced worker. The student said the experienced worker continued to give her hints on being a good waitress.

Performance. The employer and student agreed that her attitude, appearance and punctuality all were good at the time of the first interview. The employer mentioned that she was "doing dishes" well and the student felt she did a good job waiting on tables. When the student wore pants occasionally, the employer felt her appearance needed improvement. The employer said workers "should look neat, people don't like sloppy people working on the line." According to the experienced worker, the student neglected to empty and clean ashtrays and often forgot which food items the customers ordered. The student said she was slow when closing down the buffet line. The student's performance was considered as good as would be expected of any other new student trainee at the time by the employer; however, the experienced worker did not agree.

At the time of the second interview, the employer again mentioned that the student was "doing dishes" well. Improvement in clearing tables of trays and dishes was pointed out by the experienced worker. The student felt more confident in the use of the cash register, making change and taking customer orders. The employer and experienced worker felt, however, that the student got "excited" and made errors in giving change. They also agreed that the student continued to be a little shy and needed to work on being "nice" to the customers. Her forgetfulness continued, causing her to be inefficient. Speed of working and use of the cash register still needed improvement, according to the student. The employer said she expected to employ student 10 after school ended in May.

At the end of the school year, the employer and experienced worker did not feel the student could perform most of the tasks of the job which she was expected to learn. They both agreed she could not work the cash register and make change properly. The student's job performance was inconsistent and it was necessary to remind her to do routine things. In contrast, the student felt she could perform all the tasks of the job. The employer, experienced worker and student all agreed that dependability was one of the student's strongest qualities as an employee. Routine tasks, such as wiping off the tables, were also mentioned by the employer and experienced worker as being good. The experienced worker felt she seemed to get along with others, "but doesn't go out of her way to." According to the employer and experienced worker, the student's shyness was a hindrance. The student and the experienced worker also mentioned her forgetfulness as being a weak quality.

The employer thought the student rated herself as "acceptable," but the experienced worker felt she rated herself between "acceptable" and "good," due to the student's inconsistent performance. The student said she would rate herself as an "acceptable" worker if she were the employer and that the employer in fact rated her as "acceptable."

Student 10 continued to work at the restaurant until the latter part of the summer.

Student #11

Description. Student 11 was a 17-year-old high school senior and a member of a minority race. Economically disadvantaged, he lived in a one-parent family. For a few weeks, he worked in the restaurant area of a convention center motel, but the employer was unable to match him with an experienced worker. He accepted a job late in the spring as a cook in a fast food establishment. This job offered additional working hours and better pay. His responsiblities included cutting, preparing, and cooking chicken and packaging food orders.

Reason for Matching. The employer explained that when he assumed management of the business, the worker he selected for matching had already been employed there for several weeks. The employer felt he was familiar with the entire operation of the business. Because the student and experienced worker knew each other, the employer felt they could work together without conflict. Serving as head cook, the experienced worker was a 17-year-old high school senior and a member of a minority race. Like the student, he was also enrolled in the food service program at the high school, but not the same class. Economically disadvantaged, he also lived in a one-parent family. He had worked previously as a cashier, bus boy, dishwasher and cook.

Tasks of the Job. When student 11 began work, the employer showed him the "operations" of the business, then delegated the teaching role to the experienced worker. The student said the experienced worker showed him how to prepare the chicken, clean the machines, and report work hours. The experienced worker added that he had also shown the student how to wash dishes, clean counters, mop the floor and keep the supplies and equipment in order, in fact, "everything I've learned."

At the time of the second interview, the employer said he had not shown or told the student anything recently since he felt the student did not need any help. The experienced worker mentioned that he had recently told the student to control and keep a count of the number of meat items he was packaging. According to the student, neither the employer nor experienced worker had shown or told him anything recently.

Since the student did not begin employment until the spring, the third interview was conducted during the summer. At this point, the student was working full time during the day and had little or no contact with the experienced worker who was scheduled for night work. The experienced worker, who was employed full-time, both on this job and another job, began not to show up for work when scheduled and was later fired for this behavior. Thus, a third interview was not conducted with the experienced worker. At this point the employer said his contact with the student consisted of working out day-to-day problems, such as getting someone to fill in for an absent worker. The student said that his contact with the employer consisted of talking when he first came to work. He also felt that his relationship with the employer had changed, for example "when I first came it was like an employee and a boss; now we know each other better."

Performance. At the time of the first interview, the employer and experienced worker agreed that the student "caught on real fast." They also commented on

his dependability, good appearance and performance of tasks of the job. The student felt he had a good attitude toward the job and his fellow employees and the employer and experienced worker agreed. Packaging the prepared foods and being more careful when cutting the chicken were mentioned by the student as areas needing improvement. Neither the employer nor the experienced worker mentioned any areas needing improvement. The experienced worker considered the student's performance as good as would be expected of any other new student trainee. The employer considered his performance "above par."

At the time of the second interview, the employer and experienced worker agreed that the student's working speed had improved. The student commented that he was "working neither real slow nor real fast." According to the experienced worker, the student could keep count of the number of meat items which he could not do at first; in fact, he could do everything but operate the cash register. The student felt he had continued to improve in packaging the prepared food, but needed additional improvement in this area. Again, neither the employer nor the experienced worker mentioned any areas needing improvement. Since school had ended by this time, the student had become a full-time employee.

The third interview took place midsummer. At this time, the employer and student agreed that he could perform all the tasks of the job which he was expected to learn. The student mentioned that he was interested in becoming an assistant manager and therefore, wanted to become familiar with the "paperwork." Concerning the student's strongest quality as an employee, the employer commented, "His promise is his strongest quality." The student commented that he learned quickly, was dependable and got along well with people, in fact, "I'm the most outstanding employee they have." Neither the employer nor the student pointed out any weak qualities.

The employer felt the student rated himself as a "very good" worker. The student said he would rate himself as a "very good" worker if he were the employer and that the employer in fact rated him as "very good."

Student 11 worked full-time the entire summer and is continuing to work on a part-time basis while completing high school, serving as a role model for two students.

Changes in Students During 1974-1975 and 1975-1976

Students' Ratings of Ideal Job and This Job

1974-1975: The students' attitudes toward an Ideal Job and This Job were measured using the scale developed by Kaufman (14). Students rated an ideal job on 21 characteristics during the first month of school. Four months later or as soon as those gaining employment late in the year had worked a month, they rated their job on the same characteristics (Table IX). A rating of 1 signified unsatisfactory while a rating of 10 signified ideal. Student 4 had withdrawn from school before completing the second form.

Four students (students 1, 2, 8 and 11) rated their jobs better than the ideal job and six students (3, 5, 6, 7, 9 and 10) rated their jobs lower than the ideal job, on the average. When the average change of score on each characteristic was compared, the students rated their jobs better than an ideal job on being outdoors (1.7), puts me in charge of others (1.2), lets me use my head (1.0), lets me live the way I want to (.7), and puts me in contact with other workers (.6).

On the average the students' ideal job would have been much more satisfactory than this job because it would have let me make beautiful things (-2.4), paid well (-1.9), had pleasant working conditions (-1.7), had a fair boss (-1.5), given me a feeling of accomplishments (-1.4), given me a chance to get ahead (-1.4), had friendly fellow workers (-1.2), been secure (-1.2), and let me set my own pace (-1.1). In summary, these students found their jobs less than ideal in relation to 15 of the 21 characteristics.

1975-1976: There were ten students who used the Kaufman items to rate both an ideal job and their actual jobs during the fall semester of 1975, approximately two months apart (Table X). Of the ten, students 13, 16, and 20 rated their actual jobs better, on the average, than an ideal job. Student 21 saw no difference between the two. However, there were five students for whom an ideal job would have rated higher, on the average (students 12, 14, 17, 18, and 19).

When the average change of score on each characteristic was compared, the students rated their jobs a little better than an ideal job on being outdoors (.78). The student rated an ideal job as being much more satisfactory by paying well (-2.11), having plenty of variety (-1.67), letting me make beautiful things (-1.67), being secure (-1.33), causing my friends to respect me (-1.11), and letting me create something new (-1.05). In summary, these students found their jobs less than ideal in relation to 16 of the 21 characteristics.

Thus, there appears to have been a definite agreement in the two groups of students, in feeling that their actual jobs were less than ideal jobs because the pay was low, their jobs were not secure ones, and the jobs did not let them make beautiful things. These students must not have felt that their part in caring for children or aged, or in preparing attractive food has anything to do with making beautiful things.

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Table IX

COMPARISON OF RATINGS OF STUDENTS' IDEAL JOB AND THIS JOB, 1974-1975

Job Characteristics	1		2		3		4*		5		6		7		8		9		10		11		Average Gain or Loss
	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	
1. Put me in charge of others	1	10	5	5	2	3	10		1	1	3	5	5	5	1	6	6	5	10	4	8	10	1.2
2. Let me live the way I want to	1	9	6	4	2	1	10		8	8	8	9	5	3	5	10	10	5	6	7	8	10	0.7
3. Was outdoor	5	6	2	3	2	1	0		1	1	2	4	1	4	1	3	1	5	7	10	1	3	1.7
4. Let me use my head	10	8	2	8	10	7	10		7	10	8	6	10	10	10	8	2	7	9	10	5	9	1.0
5. Let me work in my own way	4	10	7	8	10	4	6		9	9	5	7	8	6	5	4	10	7	9	10	9	10	-0.1
6. Had a fair boss	10	10	8	8	10	5	8		10	9	8	5	7	10	10	10	10	4	10	9	10	8	-1.5
7. Put me in contact with other workers	10	10	7	9	9	10	10		10	10	9	7	9	10	4	8	10	9	8	4	5	10	0.6
8. Required physical work	10	7	6	8	10	5	9		8	1	8	7	5	8	1	5	10	6	7	10	2	8	-0.2
9. Had friendly fellow workers	10	10	10	9	10	10	10		10	9	10	5	10	10	9	10	10	6	10	8	10	10	-1.2
10. Was Secure	10	10	10	8	10	5	10		10	9	9	9	10	9	10	10	9	9	6	8	10	5	-1.2
11. Gave me a feeling of accomplishment	10	10	8	8	8	5	6		10	9	10	8	9	9	10	7	7	6	8	6	10	8	-1.4
12. Had plenty of variety	10	8	8	8	4	5	0		8	8	7	5	8	7	2	5	10	5	5	7	5	5	-0.4
13. Let me help other people	10	10	9	8	10	7	10		9	10	9	6	10	10	5	10	10	6	9	9	5	8	-0.2
14. Let me create something new	5	8	7	9	10	5	3		8	9	8	5	10	7	5	9	10	9	9	7	8	9	-0.3
15. Taught me new things	10	8	6	8	10	10	10		10	10	10	5	9	10	10	10	10	9	8	9	5	10	0.1
16. Let me make beautiful things	10	1	5	8	10	6	10		8	1	9	5	8	7	7	4	10	8	7	5	5	10	-2.4
17. Had pleasant working conditions	10	10	5	8	10	4	9		10	6	9	8	10	9	10	10	10	9	10	8	10	5	-1.7
18. Gave me a chance to get ahead	5	7	8	8	10	8	5		6	1	10	8	10	9	10	9	10	8	9	8	10	8	-1.4
19. Paid well	10	8	4	7	10	10	10		10	8	10	8	9	10	10	10	10	7	10	1	10	5	-1.9
20. Caused my friends to respect me	4	10	5	8	10	1	10		10	9	10	8	10	9	9	7	9	5	10	8	4	8	-0.8
21. Let me set my own pace	10	10	7	8	10	5	6		8	10	9	8	9	8	5	5	10	4	9	8	10	10	-1.1
Average Rating	7.9	8.6	6.4	7.5	8.4	5.6	7.8		8.1	7.0	8.1	6.6	8.2	8.1	6.6	7.6	8.8	6.6	8.4	7.4	7.1	8.0	

*Student #4 withdrew

Table X

COMPARISON OF RATINGS OF STUDENTS' IDEAL JOB AND THIS JOB, 1975-1976

Job Characteristics	12		13		14		15		16		17		18		19		20		21		Average Gain or Loss
	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	Ideal	This	
1. Put me in charge of others	10	8	3	9	7	6			5	9	4	4	5	5	6	8	10	7	2	3	.34
2. Let me live the way I want to	5	10	5	9	4	8			10	8	10	5	5	4	9	7	10	7	10	8	-.22
3. Was outdoor	10	6	2	9	1	1			1	5	3	2	6	2	5	1	1	8	4	6	.78
4. Let me use my head	10	7	7	8	6	7			6	10	3	8	9	3	10	10	8	8	10	10	.22
5. Let me work in my own way	5	5	5	9	8	5			5	10	3	4	8	5	10	9	10	8.7	3	5	.41
6. Had a fair boss	10	10	9	10	10	9			10	10	4	7	9	7	10	9	10	9	10	10	-.11
7. Put me in contact with other workers	10	5	7	9	10	10			8	10	7	6	7	5	10	10	10	10	7	10	-.11
8. Required physical work	10	4	6	9	5	8			5	8	7	8	8	4	9	9	8	10	10	5	-.33
9. Had friendly fellow workers	7	6	9	10	10	9			10	10	6	6	8	5	10	10	6	10	8	10	.22
10. Was secure	10	7	10	8	10	8			9	10	7	4	7	4	10	9	4	10	10	5	-1.33
11. Gave me a feeling of accomplishment	8	7	8	10	10	10			10	10	8	6	8	3	9	9	8	10	10	10	-.44
12. Had plenty of variety	10	7	9	8	9	6			5	7	10	7	7	5	10	9	9	7	6	4	-1.67
13. Let me help other people	10	6	7	10	10	9			10	10	9	9	7	5	10	10	10	7	8	10	-.56
14. Let me create something new	8	2	9	8	4	8			7	10	8	8	6	3	9	5	10	8.5	7	6	-1.05
15. Taught me new things	10	6	7	9	10	10			10	10	7	8	8	3	10	10	10	8.7	8	10	-.58
16. Let me make beautiful things	10	5	5	7	6	4			8	10	8		6	3	10	5	9	9	10	10	-1.67
17. Had pleasant working conditions	8	7	9	9	9	7			3	9	6	7	9	5	10	9	7	9	9	7	-.11
18. Gave me a chance to get ahead	9	7	10	10	7	9			10	10	8	8	7	4	10	9	8	9	10	10	-.33
19. Paid well	10	7	9	9	8	5			10	10	10	5	9	3	10	10	9	10	8	5	-2.11
20. Caused my friends to respect me	7	7	10	10	6	3			9	8	8	8	7	5	9	9	8	10	10	4	-1.11
21. Let me set my own pace	8	5	7	9	6	4			10	9	8	5	7	6	7	7	10	8	7	7	-.89
Average Rating	8.3	6.4	7.5	9.0	7.5	7.0			7.2	9.2	6.9	6.1	7.3	4.2	9.2	8.3	8.3	8.7	7.5	7.4	

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Students' Attitudes Toward Work

1974-1975: The range of total scores before going to work was 143-156 points while after having worked the range of total scores was 132-163 points. The average scores of the eleven students before starting work was 148.6 points while after having worked the average score remained nearly the same, at 145.6 points. There was very little average change in students' attitudes toward work during the 1974-1975 school year.

1975-1976: There were ten students in the project during the second fall semester. The range of their total scores on attitude toward work before starting on-the-job training was 141-164 points. After having worked the range of scores was 128 to 166 points. The average score of the ten students before starting work was 151 points while after having worked the average score was 149 points.

Working had the same effect on students' attitudes each year. Students' scores became more widely distributed and were distributed lower on the continuum, indicating slightly less positive attitudes as time went along.

Students' Ratings on Job Scale

1974-1975: The 1974-1975 students rated supervision and people equally high on the Job Scale while work, promotion, and pay were seen as less satisfying (Table XI). It is interesting that the one male in the group (student 11), the last to be hired, rated all aspects of his job the lowest. He did keep his job all summer and volunteered to become a role model for two other students the following fall.

Table XI

JOB SCALE RATINGS, 1974-1975

	Students											
	1	2	3	4	5	6	7	8	9	10	11	Total
Work	7	7	5	7	7	6	6	6	7	6	4	68
Pay	7	7	5	7	7	4	7	5	3	1	4	57
Promotion	4	7	3	7	7	6	6	6	4	7	4	61
Supervision	7	7	7	7	7	7	6	6	7	7	4	72
People	7	7	7	7	7	7	7	6	6	7	4	72
Total	32	35	27	35	35	30	32	29	27	28	20	

TABLE XII

STUDENTS' RATINGS OF MY JOB, 1974-1975 and FALL 1975

		Fall 1974 N=11	Spring 1975 N=10	Fall 1975 N=10
MY EMPLOYER	He is understanding and sympathetic; he is always considerate of employees.	4.45	3.90	4.30
	He is fair in treating all employees alike.	4.81	3.60	3.60
	He keeps me informed as to how well I am doing.	3.90	3.60	3.60
	He deserves my respect and regard as a person and as a businessman.	3.90	3.70	4.10
	Workload and pressure are reasonable for this type of job.	4.18	3.50	3.90
	Adequate time available to do the job well.	4.27	3.90	4.10
MY COWORKERS	The other workers have the same general interests and attitudes that I have.	3.54	3.53	3.40
	I have some real, lasting friends at work.	3.90	4.00	4.10
	We work together well with everyone doing his share of the work.	4.18	3.90	4.00
WORKING CONDITIONS	The work area is attractive, clean, and relatively quiet.	3.90	3.70	4.10
	The temperature is pleasant for the type of work being done.	3.18	3.40	3.80
	The employer continually stresses safety and uses many safety devices.	4.27	4.10	3.80
SALARY AND OTHER	My pay is large enough to buy what I need plus some extras.	3.00	2.70	3.40
	The pay depends on how long the worker has been here, how hard the job is, and how well he does the job.	3.63	3.30	3.32
	Benefits with this job are so good that they make me want to keep working here.	3.27	2.43	3.21

TABLE XII continued

		Fall 1974 N=11	Spring 1975 N=10	Fall 1975 N=10
MY OWN JOB	I feel that I had enough training for the job before starting work.	3.38	3.20	3.70
	I feel that I am able to handle this job well.	3.72	4.10	4.20
	I am proud to say what my job is and where I work.	4.45	4.30	4.50
	The work is interesting and gives me a lot of personal satisfaction.	4.00	3.00	3.90
	I have the opportunity to use my initiative and to help decide what is going on.	3.90	3.73	3.81
	There is a good possiblity of promotion if I work hard.	3.27	3.20	3.72
	I feel so sure of this job that I don't worry about losing it.	3.45	3.60	3.80
	This job has convinced me that I would like to remain in this type of work permanently.	3.72	3.40	3.90
MY ROLE MODEL	He is understanding and sympathetic; he is always considerate of me.	4.45	3.30	3.82
	He keeps me informed as to how well I am doing.	4.09	3.60	3.62
	He deserves my respect and regard as a person and as a co-worker.	3.90	3.50	3.92
	He shows me clearly how to do jobs acceptably.	3.36	3.80	4.22
	He tells me how things should be done using words that make sense to me.	3.63	3.50	4.02
	Average	3.85	3.55	3.85

Students' Ratings of My Job

1974-1975: The students' average ratings of nearly all aspects of their jobs decreased between the fall of 1974 and the spring of 1975. However, they did feel they had found some real lasting friends at work, the temperature of the working surroundings had become more pleasant, they were more able to handle the job well, they felt less apt to lose their job, and their role model showed them more clearly how to do jobs acceptably in the spring than in the fall (Table XII).

The areas in which the students' fall ratings, on the average, were much higher than their spring ratings indicate that they came to believe their employer was unfair in treating all employees alike, the workload and job pressure were unreasonable, the work was uninteresting and gave little personal satisfaction, and the role model was not always considerate, understanding and sympathetic.

1975-1976: The average total ratings of their jobs by the eleven students in the fall of 1974 was identical to the average total ratings of their jobs by the ten students in the fall of 1975 (3.85). In addition students tended to rate many items at nearly the same level to each fall, such as "I am proud to say what my job is and where I work" (1974 - 4.45 and 1975 - 4.50). In summary, the students' perspective of their jobs both years was between "acceptable" (3.00) and "good" (4.00).

Comparison of Job Scale and My Job Ratings

1974-1975: Certain items on the scale titled My Job were compared with the five broad aspects of ratings on the Job Scale after converting each students' rating to a ten point continuum. Table XIII shows the average of the ratings of eleven students, arranged in descending rank order according to the five aspects of work. The students seemed to feel better about the part of their work having to do with people, including supervisors, than they did regarding possible promotion or pay.

TABLE XIII

RANK ORDER COMPARISON OF ITEMS FROM MY JOB WITH JOB SCALE CATEGORIES, 1974-1975

Item Category	Average Rating on the two instruments N=11
Supervision	8.59
People	8.44
Work	8.02
Promotion	7.19
Pay	6.77

Comparison of This Job and My Job Ratings

1974-1975: Certain items on the rating scale titled This Job were compared with items on the rating scale titled My Job to determine how the students felt about ten broad aspects of their work. First each rating was converted to a ten point continuum; then similar items' average ratings were computed. The rank order of these average ratings for eleven students is shown in Table XIV The highest ranked items related to the students' feelings of self-respect and attitudes toward coworkers, while the lowest ranked items related to the possibility of promotion and their pay.

TABLE XIV

RANK ORDER COMPARISON OF ITEMS FROM INSTRUMENTS THIS JOB AND MY JOB , 1974-1975.

Item Category	Average Rating on the two instruments N=11
Self-respect	8.05
Co-workers	8.03
Workload	7.95
Boss	7.93
Interesting Work	7.83
Working Conditions	7.60
Satisfaction with Job	7.55
Job Security	7.41
Promotion Possibilities	7.05
Pay	6.58

Analysis of Students' Earnings

1974-1975: The least amount of money earned by any one student in the four schools during 1974-1975 was $22.50, while the most amount earned was $1,960.00 (See Table XV).

TABLE XV

LEAST AND MOST EARNINGS OF TOTAL GROUPS OF STUDENTS IN SCHOOLS, 1974-1975

Schools	A	B	C	D
Least amount of money earned by any one student	$ 180.00	22.50	146.00	85.50
Most amount of money earned by any one student	1,839.30	1,096.72	1,668.00	1,960.00

The nine students had earned a total of $6,640.13 by May 1975 when the role model project ended. The least amount earned was $346.00 by student 10 and the most was $1,392.00 by student 2. All students in the project seemed to be well paid for their efforts. Two of the lowest in earnings (10 and 11) were among the last to become employed (Table XVI).

TABLE XVI

TOTAL EARNINGS OF ROLE MODEL PROJECT STUDENTS BY END OF MAY, 1975

Student Number	Earnings
1	$ 773.60
2	1,392.00
10	346.00
9	664.60
11	428.00
5	904.05
6	335.10
7	921.27
8	875.51
Total	$ 6,640.13

Employers/Experienced Workers' Mean Ratings of Students

1974-1975: Although no statistical analysis was made of the data, inspection showed that the people who supervised the students' work during the 1974-1975 school year felt that the students had improved or remained nearly the same, on the average, on every aspect of work on which they rated the students except one -- honesty. The rating of 3.94 in the spring indicated that they did not feel that all students were as completely honest about time, money and supplies in the spring as they had felt in the previous fall when they had rated it 4.35. In Table XVII the reader will note that the areas of largest gain by students, on the average, had to do with suitability for the job, acceptance of supervision, and attitudes toward the public. Little change at all was seen by the supervisors regarding the students' use of equipment, loyalty, or attitude toward regulations.

1975-1976: The nine students were rated by their employers only once during the fall semester of the 1975-1976 school year. Any conclusions based on only nine people must be drawn with great caution. With this in mind, honesty was the quality rated highest (4.56) among all the qualities; while wearing of business-like clothing was rated lowest (3.22).

Even though all of the students in the study were disadvantaged, after they had been on the jobs their employers' average ratings each year fell above 3.00 (acceptable) and often above 4.00 (good).

TABLE XVII

EMPLOYER/EXPERIENCED WORKERS' MEAN RATINGS OF STUDENTS, 1974-1975 and FALL 1975

		Fall 1974 N=11	Spring 1975 N=9	Fall 1975 N=9
APPEARANCE ON THE JOB	Business-like work clothing at all times contributes to firm's image.	3.81	4.33	3.30
	Exceptionally well-groomed.	3.72	4.33	3.50
	Sparkles, smiles.	3.27	4.00	3.69
COOPERATION WITH CO-WORKERS	Cheerfully helps others when they are busy and he/she is not. Helpful to new employees.	3.27	3.88	4.10
	Always works smoothly with others; contributes to group morale.	3.36	4.11	3.90
ATTITUDE TOWARD REGULATIONS	Usually follows regulations.	4.00	4.17	4.20
	Seems actively concerned for safety of co-workers and patrons. Alert to hazards; corrects them if possible. Can take responsibility in case of accident.	3.36	3.94	3.90
ACCEPTANCE OF SUPERVISION	Welcomes criticism as a way to improve skill in job.	3.09	4.00	3.30
	Quickly understands directions; follows them accurately and enthusiastically.	3.18	3.72	3.40
MANAGEMENT	Saves time, energy, and supplies. Comprehends and properly cares for equipment. Work space neat and efficiently arranged.	3.18	3.72	3.50
	Finishes assigned work; takes on added work.	2.98	3.39	4.10
	All trips are necessary; makes every trip count.	2.98	3.39	3.70
ATTENTION TO JOB	Concentrates on completing the job(s) at hand, but keeps track of several situations when necessary (e.g. several tables or groups of children).	3.66	3.94	4.00
	Does jobs in orderly sequence; is able to plan sequence himself/herself.	3.63	3.88	4.10
BODY MECHANICS	Seems to work easily; movements coordinated; keeps up a steady pace.	3.45	3.77	3.60
	Carries reasonable weight loads; uses body well (back straight, weight bourne on leg or arm-shoulder muscles).	3.71	4.39	4.30

TABLE XVII continued

		Fall 1974 N=11	Spring 1975 N=9	Fall 1975 N=9
USE OF EQUIPMENT	Does not show signs of fatigue; uses helps such as wheeled carts when available.	3.53	3.61	3.80
	Chooses correct equipment and uses it as directed; follows basic safety procedures; alert to unexpected hazards.	3.72	4.11	4.10
ADJUSTMENT TO NEW AND/OR UNPLEASANT SITUATIONS	Readily adjusts to new or unexpected situations; applies principles learned from training or experience.	3.27	3.61	3.40
	Does unpleasant jobs promptly and cheerfully; accepts them as "just part of the job".	3.50	3.72	4.10
ADAPTABILITY AND INITIATIVE	Shows initiative; goes ahead without supervision, after he/she has learned what is expected.	3.18	3.72	3.50
	Quickly accepts and carries out additional responsibility.	3.32	3.77	3.70
DEPENDABILITY	Always ready for work on time; excellent attendance.	3.45	3.94	3.70
Loyalty	Seems to feel like part of the company; wants to maintain its good name.	3.72	3.88	4.20
Honesty	Completely honest about time, money, and supplies.	4.35	3.94	4.50
ATTITUDE TOWARD PUBLIC	Consistently courteous behavior seems natural; little effort is needed.	4.18	4.88	4.10
	Finds satisfaction in serving the public; very good at handling all the patrons, even those considered "difficult".	3.18	3.88	4.00
PRIDE IN JOB	Enthusiastic about job.	3.26	3.83	3.90
	Work shows few errors, high quality. Makes conscious and constant effort to improve performance.	3.45	3.77	3.90
SUITABILITY FOR THE JOB	Worker shows exceptional ability and interest for this job; deserves promotion.	3.09	3.88	3.50
	Average	3.46	3.92	3.88

Students had the tendency to believe that employers had rated them a little higher than they actually had (Tables XVIII and XIX). Employers sometimes rated a student as an acceptable worker when the student thought the employer felt he/she was a good or very good worker.

TABLE XVIII

COMPARISON OF THE RATINGS WHICH EMPLOYERS GAVE STUDENTS AND THE STUDENTS' PERCEPTIONS OF THEIR EMPLOYERS' RATINGS, 1974-1975

Ratings	Employer Ratings	Student Perception of Employers Ratings
Very Good	0	2
Good	5	5
Acceptable	4	2
Poor	0	0
Not Acceptable	0	0

TABLE XIX

COMPARISON OF THE RATINGS WHICH EMPLOYERS GAVE STUDENTS AND THE STUDENTS' PERCEPTIONS OF THEIR EMPLOYERS' RATINGS, FALL 1975

Ratings	Employer Ratings	Student Perception of Employers Ratings*
Very Good	2	3
Good	3	6
Acceptable	4	0
Poor	0	0
Not Acceptable	0	0

*No third interview was held with student #21.

Summary of the Project

Strategies Involved in Setting Up the System The teacher-coordinators were persistent when looking for jobs for their students. They managed to maintain good levels of morale in the face of a discouraging job market. Anyone attempting to locate jobs for disadvantaged students must be prepared to visit more businesses than normal, simply to locate possibilities.

The teacher-coordinators found visits to places of employment beneficial in explaining the concept of a role model. Each teacher-coordinator also described the particular student's strong and weak areas when visiting with an employer and thus was able to encourage her/him to take a chance in offering the student a job later when he or she came to apply. Employers reported needing to know the particular problems which the disadvantaged student would bring with him to the job, in order to both find a suitable role model to match with the student and to explain to the role model how to handle problems later on.

Role models generally reported that they were not familiar with the concepts which students had studied in class and would like to have known some of the work-related policies and procedures which the teacher-coordinators emphasized. They seemed to feel secure with the little they knew about the student, as a person, as compared with what they understood about her/his course work. This suggests possibly developing some system such as handouts or tape cassettes for quickly communicating course information.

After the employers had participated in the research, they all could describe at least one, and sometimes two suitable role models in their businesses with whom they would be willing to match a disadvantaged student another year. These workers were described as being mature, in the sense that they took crises in stride without getting too upset. One employer used the term "low key" to explain this quality. The possible role models were often seen as people who had successfully coped with problems in their own past and also had the other qualities which had been outlined when setting up the research. Thus, one is led to believe that role models can be more easily located each successive year, with the hardest time being the first year, when persuasion may be needed in order to get employers to attempt the matching process.

Benefits to Students

The most obvious benefit to these disadvantaged students occurred in relation to their retention of jobs. Although some quit or were fired, others stayed employed long enough to earn high school credits, money, and other benefits. Some teacher-coordinators felt a few potential dropouts remained in school due, in part at least, to participation in the project. They also felt some students were able to assume increased responsibilities and to advance on their jobs. One 1974-1975 trainee assumed the position of successful worker (role model) for two 1975-1976 students.

Some less tangible benefits may, in future years, mean much to students. For example, the 1974-1975 students reflected growth in the areas of friendships (Table XII), supervision (Table XIII), and co-workers (Table XIV). Employer saw

the largest gains by 1974-1975 students having to do with suitability for the job, acceptance of supervision and attitudes toward the public (Table XVII). Employers saw little gain at all in use of equipment, loyalty or attitude toward regulations.

Research is needed to suggest the personal qualities most needed by students on the job. Employers did see improvement in some important characteristics, while students rated their self-respect (Table XIV) highly, when comparing it with more tangible aspects of working such as workload and pay. The researchers believe that self-respect is a vital asset for a disadvantaged person in our society, when leaving school and entering the competitive free enterprise system.

Benefits to Role Models

Several benefits were mentioned by different role models. One young employee said that the student was the only person of another race employed at that particular day care center and she had especially enjoyed the opportunity to know someone of a different race. Several workers mentioned that they felt more self-confident, due in part to having successfully helped a beginner. The more subtle changes which may occur when one is setting an example for another person, such as increased punctuality and higher production, were not evaluated in this research, but they were mentioned by two role models as having sometimes occurred.

Benefits to Employers

The employers seemed to feel that they were part of a team as they helped the beginning students. One mentioned no longer feeling she was "all alone" in her endeavors. Obviously, the role models and teacher-coordinators shared responsibilities with employers. The employers especially appreciated the opportunity to discuss problems with teachers which arose concerning students. This was most evident whenever it became necessary to terminate a student's employment. At least one employer found the systematic evaluation of the students on the project helpful in organizing evaluation of her other beginning workers.

Benefits to Teacher-Coordinators

More time was required to locate jobs initially, some teachers felt. But once the jobs were set up with a role model helping to supervise the students, less time was required for supervision.

According to one teacher-coordinator, the project helped her to better interpret her cooperative program to employers by providing operational guidelines. All teacher coordinators felt the project aided communications and working relations with employers. One teacher-coordinator felt it helped her establish and retain working stations.

Problems, Surmountable and Insurmountable

The teacher-coordinators were able to overcome problems related to the state of the economy, employers' reluctance to risk hiring a beginning worker who might already be a "loser," employers' concern to keep a racial balance among employees, scarcity of suitable role models due to the size of the business or the time of day when students were available to work, and scarcity of jobs within a convenient radius of the students' schools and homes.

The teachers were unable to impress all of the students in the research with enough sense of social responsibility as shown by the low rating they gave to students' honesty. Combinations of problems at times caused some students to be placed with role models weeks later than others, while some worked part of the day without the guidance of their role models. The fact that two students quit their jobs shows that even the extra guidance given by a role model was not enought to insure job satisfaction.

Combinations of Role Models and Students

Many different combinations of age, race, sex and type of disadvantage of role model and student occurred during the two school years in which the research took place. All of the various combinations seemed successful except for two instances in which employers said they wondered if the student would have progressed better had the role model been somewhat older than the student. There were successful situations where both role model and student were nearly the same age. So perhaps the issue was less one of age than some other quality of the role model, such as the maturity needed to remember how it was to be a beginner or the tact required to explain an error without discouraging a beginner.

Generalizability of Results

No reasons were found to limit the use of role models to only cooperative home economics classes or educational settings. Thus, it seems that the concept can be used in other vocational areas. where there appears to be special need to help beginners adjust to the world of work.

If the businesses were small, it might be more difficult to locate a suitable role model than in larger establishments. Size of business may effect securing role models more than location of the business in the country or city.

Possible Further Research

There seems to be a lack of information at this time regarding the differences between employers' and cooperative home economics students' perception of qualities needed by beginning workers. For example, employers may rate such matters as loyalty and honesty high while students may believe skills in manipulation of materials are more essential on the job. Research is currently underway related to this question by one of the assistants on the project (Raburn).

An area needing much investigation relates to the interaction between role models (successful workers) and beginning workers. Given free options, how does a beginner select someone for advice? What effect does the interaction have upon the role model? Is the effect different when the job is one of production versus services?

This research has only touched upon the problem of disadvantaged beginning workers. Society presents all high school students with stereotyped notions regarding appropriate work roles for people of certain ages and sexes, further limiting their options beyond the real barriers imposed upon disadvantaged students by academic and social difficulties. These students need to increase in positive self-concept and in human relations skills. It remains to be shown whether cooperative classes have differing effects upon self-concepts of disadvantaged and more privileged students, especially cooperative classes utilizing role models.

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14. Kaufman, Jacob J., et al. The Role of the Secondary Schools in the Preparation of Youth for Employment. University Park, Pennsylvania: Institute for Research on Human Resources, The Pennsylvania State University, February, 1967.

15. Jacoby, Gertrude Parrott. "Evaluation of a Secondary School Pilot Program in Preparation for Home Economics Related Occupations." (Unpublished M.S. thesis, Cornell University, 1966).

16. Oklahoma's Home Economics Cooperative Education Programs. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1974.

APPENDIX A

Advisory Committee Membership

ADVISORY COMMITTEE

Mr. Dick Burratti
Assistant Director of Training
Sirloin Stockade Training Center

Mrs. Rosetta Culpepper
Teacher-Coordinator

Mr. Joe Dodson
Owner
Dodson's Cafeterias

Mrs. Florence Frank
State Supervisor of Licensing
for Child Care Facilities
Dept. of Institutions, Social
and Rehabilitative Services

Mrs. Velda George
Teacher-Coordinator

Miss Nedra Johnson
State Supervisor of Home Economics

Dr. Elaine Jorgenson, Head
Dept. of Home Economics Ed.
Oklahoma State University

Mrs. Zelma Love
Teacher-Coordinator

Mrs. Susan Pisarra
Research Assistant

Miss Rebecca Raburn
Research Assistant

Mr. Harry Robinson
State Program Specialist for CVE
Oklahoma State Dept. of Voc. Tech. Ed.

Mr. Joe Rogers
Executive Director
Oklahoma Nursing Home Association

Mrs. Betty True
Teacher-Coordinator

Mrs. Jocelyn White
Leeland Clegg Child Care Center

Mrs. Tina Wylie
St. Andrews Child Development Center

Mrs. Betty Young
Betty Rowland Nursery School

APPENDIX B

Guidelines for Role Model Project

GUIDELINES FOR ROLE MODEL PROJECT

This exploratory pilot project focuses on the possible advantages of a structured one-to-one relationship at the training station between a disadvantaged, minority or handicapped student and a worker having similar disadvantaged, minority or handicapped status who is successfully coping with the world of work. The more experienced worker would help the high school student in such areas as job skills and the problem of employer-employee relations, serving as a positive role model.

The research aims to improve recruiment and retention of these disadvantaged students in the labor force. Study will be made of such questions as the process of matching students and experienced workers, changes in the supervisory work of the teacher-coordinators when experienced workers are part of the training stations, employer evaluation of the process, and problems in arranging and carrying out the innovation. Observations will be made and data collected throughout the project.

A monthly stipend will be paid to the employer and experienced worker prorated at $5.00 per week not to exceed $20.00 per month each for a maximum of ten months while cooperating with the project.

Cooperating Employer_____

Address_____Bus. Telephone_____

Social Security Number_____

Teacher-Coordinator_____

Address_____

Home Telephone_____School Telephone_____

Matched Trainee_____

Address_____Home Telephone_____

Social Security Number_____

Tentative Experienced Worker_____

Address_____Home Telephone_____

Social Security Number_____

Project Representative Dr. Ruth Pestle

Address Dept. of Home Economics Education, Oklahoma State University

Home Telephone 377-7871 School Telephone 372-6211 ext. 385

CHARACTERISTICS OF THE ROLE MODEL

1. A person with such characteristics as:

   Previous economic difficulty (today $4,200 per year for a family of four).

   Academic problems, such as lack of education or difficulty reading.

   Physical, emotional or social difficulties.

2. A successful worker who has had several different types of experiences on the job.

3. A warm individual having a tolerance for youth who may have had some difficulty adjusting to the world of work.

4. A person who remembers how it was to begin a job.

GUIDELINES FOR THE ROLE MODEL TO FOLLOW

1. Pay attention to what the matched trainee does.

2. Give matched trainee honest praise at least once a day. (Example: Your smile lights up the room. You look nice today. You did better today than yesterday. You did a great job today.)

3. Offer to show the matched trainee what to do or answer questions.

4. Emphasize the importance of even the smallest task.

5. Feel free to discuss any problems with your employer and/or the teacher-coordinator at any time which can't first be resolved with the matched trainee.

6. Give an honest evaluation of the matched trainee's work.

APPENDIX C

Example of Letter to Employers

Dear

The Cooperative Vocational Foods class at _____ High School has entered a research project sponsored by Oklahoma State University's Home Economics Education Department to aid economically and academically disadvantaged students.

The project involves a cooperative arrangement between local businesses and our school to provide practical work experiences through part time employment in an establishment such as yours. The work experience involves matching an experienced worker with the student trainee. The students will receive classroom instructions in food services, human relations, sanitation, safety, equipment and basic food preparation.

We are wondering if you would consider accepting this opportunity to assist in the research. A small monthly honorarium will be paid to the employer and the experienced worker to help the trainee to succeed. I will call in a few days for an appointment to discuss the project with you.

Sincerely,

Teacher-Coordinator

APPENDIX D CONTAINING AN EXAMPLE OF NEWSPAPER PUBLICITY WAS NOT REPRODUCIBLE AND WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

APPENDIX E

Student, Role Model and Family Profiles

STUDENT PROFILE

Matched Trainee_____

School_____

Age_____Sex_____Occupation_____

Training Station_____Date Placed_____

High School Courses Taken (include present year) G.P.A._____

Personal Data Concerning Student (reason for selection)

Student Trainee_____

School_____

PROFILE OF ROLE MODEL

Name_____

Job Description_____

Approximate age _____ Sex (check) Male _____ Female _____

Race (check) Black _____ White _____ Indian _____

Previous Training Related to Job if Any:

Past Work Experience and Evidence of Success

Types of Personal Difficulties (economic, academic, physical, emotional, social)

Reasons for Selection

FAMILY PROFILE

Matched Trainee_____ Date_____

What can you tell us about the employment pattern of the matched trainee's family? Father? Mother? Brothers or sisters? (For example: What kind of job have they had? How long have they worked at the same place? Have they been promoted over time?)

Do you believe she has had the example of responsibility set by her family or a family member?

What do you think her family's attitude is about her being in co-op home economics?

APPENDIX F

Number of Times Data-Collection Devices were Used

99

Number of Times Data-Collection Devices Were Used

Instruments	1974-1975	1975-1976
Attitude Toward Work	2	2
Ideal Job	1	1
This Job	1	1
My Job (story)	1	
My Job (rating scale)	3	1
Job Scale	1	
Employer/Experienced Worker Rating Scale	2	1
Student Report (log)	Daily for 2 months then weekly	Weekly for 1 month then monthly
Experienced Worker Report (log)	Daily for 2 months then weekly	Weekly for 1 month then monthly
Teacher-coordinator Report		2
Interviews		
Student	3	1
Experienced Worker	3	1
Employer	3	1
Teacher-coordinator	2	

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APPENDIX G

Student Attitude Evaluation Instruments

IDEAL JOB*

Name_____

School_____

Age_____ Date_____

Circle the number which shows your feeling about an ideal job.

I WOULD MOST LIKE A JOB THAT	UNSATISFACTORY									IDEAL
Put me in charge of others	1	2	3	4	5	6	7	8	9	10
Let me live the way I want to	1	2	3	4	5	6	7	8	9	10
Was outdoors	1	2	3	4	5	6	7	8	9	10
Let me use my head	1	2	3	4	5	6	7	8	9	10
Let me work in my own way	1	2	3	4	5	6	7	8	9	10
Had a fair boss	1	2	3	4	5	6	7	8	9	10
Put me in contact with other workers	1	2	3	4	5	6	7	8	9	10
Required physical work	1	2	3	4	5	6	7	8	9	10
Had friendly fellow workers	1	2	3	4	5	6	7	8	9	10
Was secure	1	2	3	4	5	6	7	8	9	10
Gave me a feeling of accomplishment	1	2	3	4	5	6	7	8	9	10
Had plenty of variety	1	2	3	4	5	6	7	8	9	10
Let me help other people	1	2	3	4	5	6	7	8	9	10
Let me create something new	1	2	3	4	5	6	7	8	9	10
Taught me new things	1	2	3	4	5	6	7	8	9	10
Let me make beautiful things	1	2	3	4	5	6	7	8	9	10
Had pleasant working conditions	1	2	3	4	5	6	7	8	9	10
Gave me a chance to get ahead	1	2	3	4	5	6	7	8	9	10
Paid well	1	2	3	4	5	6	7	8	9	10
Caused my friends to respect me	1	2	3	4	5	6	7	8	9	10
Let me set my own pace	1	2	3	4	5	6	7	8	9	10

*Kaufman, Jacob J., et al. The Role of the Secondary Schools in the Preparation of Youth for Employment. University Park, Pennsylvania: Institute for Research on Human Resources, The Pennsylvania State University, February, 1967, p. D-44.

THIS JOB*

Name_____

School_____Occupation_____

Age_____Weeks on the Job_____Date_____

Circle the number which shows your feeling about your job.

THIS JOB	UNSATISFACTORY									IDEAL
Puts me in charge of others	1	2	3	4	5	6	7	8	9	10
Lets me live the way I want to	1	2	3	4	5	6	7	8	9	10
Is outdoors	1	2	3	4	5	6	7	8	9	10
Lets me use my head	1	2	3	4	5	6	7	8	9	10
Lets me work in my own way	1	2	3	4	5	6	7	8	9	10
Has a fair boss	1	2	3	4	5	6	7	8	9	10
Puts me in contact with other workers	1	2	3	4	5	6	7	8	9	10
Requires physical work	1	2	3	4	5	6	7	8	9	10
Has friendly fellow workers	1	2	3	4	5	6	7	8	9	10
Is secure	1	2	3	4	5	6	7	8	9	10
Gives me a feeling of accomplishment	1	2	3	4	5	6	7	8	9	10
Has plenty of variety	1	2	3	4	5	6	7	8	9	10
Lets me help other people	1	2	3	4	5	6	7	8	9	10
Lets me create something new	1	2	3	4	5	6	7	8	9	10
Teaches me new things	1	2	3	4	5	6	7	8	9	10
Lets me make beautiful things	1	2	3	4	5	6	7	8	9	10
Has pleasant working conditions	1	2	3	4	5	6	7	8	9	10
Gives me a chance to get ahead	1	2	3	4	5	6	7	8	9	10
Pays well	1	2	3	4	5	6	7	8	9	10
Causes my friends to respect me	1	2	3	4	5	6	7	8	9	10
Lets me set my own pace	1	2	3	4	5	6	7	8	9	10

*Kaufman, Jacob J., et al. The Role of the Secondary Schools in the Preparation of Youth for Employment. (University Park, Pennsylvania: Institute for Research on Human Resources, The Pennsylvania State University, February, 1967, p. D-45

JOB SCALE*

Name: _____

School: _____ Weeks on the Job: _____

Age: _____ Date: _____

Use this scale to rate how satisfied you were with each of the areas of the job that is listed.

1 means you were completely dissatisfied with this area

7 means you were completely satisfied with this area

	DISSATISFIED						SATISFIED
WORK	1	2	3	4	5	6	7
PAY	1	2	3	4	5	6	7
PROMOTION	1	2	3	4	5	6	7
SUPERVISION	1	2	3	4	5	6	7
PEOPLE	1	2	3	4	5	6	7

*Kaufman, Jacob J., et al. The Role of the Secondary Schools in the Preparation of Youth for Employment. University Park, Pennsylvania: Institute for Research on Human Resources, The Pennsylvania State University, February, 1967, p. D-32.

ATTITUDES TOWARD WORK*

When young people are asked about their problems, nearly all list as one of their major problems selecting a vocation and worrying about getting and keeping a job after high school. We think the schools could help you meet these problems better if they could understand more fully the attitudes of young people toward work.

This questionnaire is designed to help you express your feelings toward work. It is based on actual statements made by teenagers just like yourselves. We would like to know whether you agree or disagree with the ideas of these young people.

Name:_____

School:_____ Weeks on the Job._____

Age:_____ Date:_____

Contains questions about:

1. adequacy of school preparation for work
2. supervision
3. peers
4. choosing a job
5. rights and responsibilities of employees
6. inner satisfactions of working
7. expectations of future advancement

*Jacoby, Gertrude Parrot. "Evaluation of a Secondary School Pilot Program in Preparation for Home Economics Related Occupations." (Unpublished M.S. thesis, Cornell University, 1966.)

ATTITUDES TOWARD WORK

Please read each of the statements below and then rate them as follows:

A	a	d	D
Strongly agree	Mildly agree	Mildy disagree	Strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important that all questions be answered.

A a d D 1. I would like a boss who would listen to my ideas.

A a d D 2. I think holding down a job is a sign of maturity in a person.

A a d D 3. I don't look forward to work unless I can earn enough money to make it worthwhile.

A a d D 4. I want to work for a person who gives me a chance to show my ability.

A a d D 5. I think the boss is there to help you.

A a d D 6. I would like to work with people who live the same kind of life I do.

A a d D 7. I think there are bound to be one or two workers on any job who won't cooperate.

A a d D 8. It doesn't seem as though our school helps people get jobs by making sure they get the training needed.

A a d D 9. My going to work and holding a job doesn't mean much to my country's growth and prosperity.

A a d D 10. The way I am treated on the job is just as important to me as the money it pays.

A a d D 11. I feel I am mature enough to handle some responsibility, and I appreciate its being given me.

A a d D 12. I'd rather stick to the friends I've made in my neighborhood and church rather than take up with people where I work.

A a d D 13. I think the worker has the right to respect and consideration from others.

A a d D 14. I would not be as concerned about the benefits a company has as the salary it pays, when choosing a job.

A a d D 15. I don't think it's right for the boss to ask you to work late since mostly people have their own plans.

A a d D 16. I think the school helps you get a job by training you to have favorable qualities for a job.

A a d D 17. I want a fair salary that I feel my work is worth.

A a d D 18. I think unions are good for group protection, because the employer is bound to listen to so many voices.

A a d D 19. I want a job with which I have had some experience.

A a d D 20. After I start work I hope I can associate with a better class of people than those I go around with now.

A a d D 21. I would like a job which offers a great deal of advancement.

A a d D 22. I want a boss who is kind, but strict.

A a d D 23. I think the employer should see to it that the worker gets the rights that are really important to him.

a d D 24. So many people these days seem hard to get along with.

A a d D 25. I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend.

A a d D 26. I think it is part of your job to get along with your co-workers.

A a d D 27. Salary is not the main factor in choosing a job in my case; it is learning and trying to get ahead, and making something of my life.

A a d D 28. I don't think I need to admire my boss just because of his position.

A a d D 29. I think anyone who works should take pride in his job and do the best he can.

A a d D 30. I have a tendency to rebel under supervision.

A a d D 31. I think the employer has the right to expect good appearance from me.

A a d D 32. Most bosses tend to be not quite fair to everyone in their employ.

A a d D 33. I want to work with people who can get along with me well.

A a d D 34. Sometimes I think the school goes too far in trying to help you get a job.

A a d D 35. I want to go to work so I can support myself and won't have to depend on mom and dad.

A a d D 36. I think most bosses are just average humans like me but somehow they've had pull and money.

A a d D 37. I can do no more than work my hardest to buck for promotion.

A a d D 38. I want to work with people who take their work seriously enough to do a good job.

A a d D 39. I think the worker should be able to list his complaints with the supervisor or boss.

A a d D 40. I would like the type of work that would be varied and challenging.

A a d D 41. I expect to have some trouble getting a job because most employers don't like teenagers.

A a d D 42. I think you have to have "connections" in most jobs in order to get a promotion.

A a d D 43. I think the boss should be able to discuss your problems with you at any time of the day.

A a d D 44. I think a person who tries to do a little more than he has to may be promoted to a better job.

A a d D 45. I have a tendency to dislike following rules, when I think I can get by with it.

A a d D 46. I think people who work usually realize the value of a pleasing personality.

A a d D 47. I think I can get a job I'll be satisfied with for a long time even without further training.

A a d D 48. I think young people look forward to work because they don't know what work is.

A a d D 49. I want a job where I can please the boss as well as myself.

APPENDIX H

Weekly Log (Report) Forms

STUDENT'S WEEKLY LOG

1. What help did you ask the boss to give you?

2. What help did you receive from the boss?

3. What help did you ask the (successful) (experienced) worker to give you?

4. What help did you receive from the (successful) (experienced) worker?

5. What went especially well at work this week?

6. What went poorly at work this week?

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WEEKLY REPORT

Matched Trainee_____ _____ Week of_____to_____

Experienced Worker_____

Directions: The following is a scale to rate this week's performance of the student trainee you are assisting. Please check the appropriate rating column for each category and make comments at the right on areas which you rate particularly high or low. Complete the form each Friday. Share with employer and/or teacher-coordinator if you wish before mailing to Dr. Pestle at the end of each month in the enclosed envelope.

	Not Acceptable	Poor	Acceptable	Good	Very Good	Comments
Appearance on the Job						
Cooperation with Co-Workers						
Attitude						
Acceptance of Supervision						
Management of Materials						
Attention to Job						
Adjustment to New Situations						
Initiative						
Dependability						
Pride in Job						

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STUDENT WEEKLY REPORT FORM

Trainee_____ Week of_____ to _____

Directions: Use the following to rate this week's work. Circle one or more responses which best answer each question. Please use the space under "comment" to explain the response(s) you circled. Complete this form each Friday.

I asked my employer (boss) to help me with (circle)

a) My attitude

b) Things I do on the job (which things?)_____

c) Amount of work I should do

d) Nothing

e) Other (write in)_____

Comments:

2. I asked my experienced worker to help me with (circle)

a) My attitude

b) Things I do on the job (which things?)_____

c) Amount of work I should do

d) The way I get along with others

e) Nothing

f) Other (write in)_____

Comments:

3. My employer (boss) gave me the help I needed (circle)

a) All the time
b) Most of the time
c) Sometimes
d) Almost never
e) Not at all

Comments:

4. My experienced worker gave me the help I needed (circle)

a) All the time
b) Most of the time
c) Sometimes
d) Almost never
e) Not at all

Comments:

5. My experienced worker told me I was doing a good job (circle)

a) All the time
b) Most of the time
c) Sometimes
d) Almost never
e) Not at all

Comments:

6. What went especially well this week? (use back is you need additional space)

7. What went especially poorly this week? (use back is you need additionnl space)

APPENDIX I

First, Second and Third Interview Questions, 1974-1975

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EMPLOYER

Name_____ Date_____ Time_____

Place where interview took place_____

	High						Low
Employer's satisfaction with student's attitude	7	6	5	4	3	2	1
with student's performance	7	6	5	4	3	2	1
with process of matching	7	6	5	4	3	2	1

Impressions:

ROLE MODEL

Name_____ Date_____ Time_____

Place where interview took place_____

Experienced worker's satisfaction with student's attitude	7	6	5	4	3	2	1
with student's performance	7	6	5	4	3	2	1
with process of matching	7	6	5	4	3	2	1

Impressions:

MATCHED TRAINEE

Name_____ Date_____ Time_____

Place where interview took place_____

Student's satisfaction with advice from boss	7	6	5	4	3	2	1
with advice from worker	7	6	5	4	3	2	1
with own progress	7	6	5	4	3	2	1

Impressions:

Interviewer_____

First Interviews

Employer	Role Model	Matched Trainee
What procedures did (teacher) use to arrange the work situation? Did you interview (student) for this position?		
How did you decide which experienced worker to match with (student)? (Qualities of experienced worker and student) How are they getting along?	What is (student) like? How is (student) like you as you remember starting to work? How is (student) different?	What do you do on this job? How do you feel about having a successful worker give you help? (Directions? Availability? Praise?)
What is (student) doing well? Poorly? Is (student's) performance as good as you would expect of any other new student trainee?	What is (student) doing well? Poorly? Is (student's) performance as good as you would expect of any other new student trainee?	What can you now do well on this job? What do you need to learn to do better?
How often do you show (student) what to do? How often do you talk with (successful worker) about (student)? What have you asked (the worker) to show (or tell) the student?	How often do you show (student) what to do? How often do you talk with (employer) about the student? What has (employer) asked you to show (or tell) the student?	How often does (employer) show you what to do? To say? (What tasks?) How often does (successful worker) show you what to do? To say? (What tasks?)
Have you had students from (teacher's) class as trainees previously? What has (teacher) taught which helps (student) on the job? (Choosing a job? Relationships? Money?) What have you asked (teacher) to help (student) understand?	What has (teacher) taught which helps (student) on the job? (Choosing a job? Relationships? Money?) What do you wish (teacher) could help (student) understand?	What has (teacher) taught you which has helped you on the job? (Choosing a job? Relationships? Money?) What do you hope (teacher will teach you this year to help you on this job?
How is this arrangement of experienced worker and student working out? (Time? Problems?)	How is this arrangement between you, employer, and student working out? (Time? Problems?)	How is this arrangement of getting advice from both an employer and experienced worker? How do you feel about (Working conditions? Money? Co-workers? Workload? Employer?)

Second Interviews

Employer	Role Model	Matched Trainee
What can (student) do better now than when starting to work? (What improvements can you see?)	What can (student) do better now than when starting to work?	Have you learned to do things lately on the job which you could not do well at first?
What does she still need to improve or do better?	What does (student) still need to improve or do better?	What do you still need to improve or do better?
How often do you show or tell (student) what to do now?	How often do you show or tell (student) what to do now?	How often does (employer) show or tell you what to do or say now?
	Do you talk with (student) about matters other than the job?	
What have you shown or told (student) to do or say recently?	What have you shown or told (student) to do or say recently?	What has (employer) shown or told you to do or say recently?
How often do you discuss (student) with the experienced worker now?	How often do you discuss (student) with your employer now?	How often does (exp. worker) show or tell you what to do or say now?
What have you asked (exp. worker) to show or tell (student) recently?	What has (emp.) asked you to show or tell (student) to do or say recently?	What has (exp. worker) shown or told you to do or say recently?
How do you think the exp. worker feels about working with the student? (Comfortable, Capable, Good, Bad, Nervous, Relaxed)	How do you feel about working with a new employee? (Comfortable, Capable, Good, Bad, Nervous, Relaxed)	
How well prepared was (student) for the job by her training in school?	Would you like to have known about training (student) received at school before (student) came to work? What?	What kind of help have you received from the teacher? (Job, Money?)
What have you advised or asked (teacher) to help (student) learn?	Would you like to have known more about (student) before (student) came to work? What?	What do you hope (teacher) will help you learn to do better (Job, Money?)
Do you feel it is better for you to work with the student through an exp. worker or handle the training yourself?	Since you have worked closely with a new employee or student before, how is (student) alike or different?	How do you now like the arrangement of getting advice from both an employer and exp. worker?
How has this arrangement changed what you usually do in teaching new workers?	How has working with a new employee changed you or what you do?	
What is the worst thing about this arrangement? (logs, time, interviews, involvement?)	What is the worst thing about this arrangement? (logs, time, interviews, involvement?)	What is the worst thing about this arrangement of getting advice from both an employer or exp. worker? (confusing, interviews, logs?)
What suggestions do you have for this research project?		How long do you plan or hope to work here?
Do you expect to employ (student) after school ends in May? If no, why?		

Third Interviews

Employer

Can (student) now perform all the tasks of the job that you would expect a student trainee to learn? If not, what was not learned?

What stands out in your mind as the most memorable or meaningful experience for (student) while on this job? (mistake, observation, relationship, conversation)

How do you think (student) rates or feels about herself as a worker? (VG, G, A, P, NA)

What are (student's) strongest qualities as your employee? (skills, personal qualities, relationships)

What are (student's) weakest qualities as your employee?

At this point, now that (student) has been on the job several months, what does your contact with her/him consist of? (teaching new skills, observing her, personal conversation)

How often do you have this contact? (Daily, once a week, etc.)

At this point, now that (student) has been on the job several months, what does your contact with (exp. worker) concerning (student) consist of? (problems, progress, personal problems)

How often do you have this contact?

What does your contact with (teacher) concerning (student) consist of? (problems, progress, personal qualities)

How often do you have this contact with (teacher)? ___Visits ___Phone calls

Why was matching (student) with this role model successful?

Role Model

Can (student) now perform all the tasks of the job that you would expect a student trainee to learn? If not, what was not learned?

What stands out in your mind as the most memorable or meaningful experience for you and/or (student) while she/he has worked on this job?

How do you think (student) rates or feels about herself/himself as a worker?

What are (student's) strongest qualities as an employee here?

What are (student's) weakest qualities as an employee here?

At this point, now that (student) has been on the job several months, what does your contact with her/him consist of?

How often do you have this contact?

At this point, what does your contact with (employer) concerning (student) consist of?

How often do you have this contact?

Why was matching (student) with you as a role model successful?

Matched Trainee

Can you now perform all the tasks of the job that you have been expected to learn as a student trainee? If not, what has not been learned?

What stands out in your mind as the most memorable or meaningful experience you have had while on this job?

How would you rate yourself as a worker if you were the employer?

How do you think (emp.) rates you or feels about you as a worker?

What are your strongest qualities as an employer?

What are your weakest qualities as an employee?

At this point, now that you been on the job several months, what does your contact with (employer) consist of?

How often do you have this contact?

At this point, now that you have been on the job several months, what does your contact with (exp. worker) consist of?

How often do you have this contact?

What does your contact with (teacher) concerning your job consist of? (problems, progres relationships, personal)

How often do you have this contact?

How much time have you spent helping (student) as when there was no experienced worker? (as much, more, less)

Would you use this technique of matching a student with an experienced worker in the future, knowing it would not involve paper work nor offer any reimbursement? Why or why not?

Do you have other workers whom you might match with beginning workers another year? Who? Why?

Employers are sometimes reluctant to hire disadvantaged students. You have worked with such an individual. What do you think would help to increase their willingness to hire these students?

How much time have you spent helping (student) as compared to when this matching arrangement was not in effect?

Would you be willing to be matched with another student trainee in the future in the same way, knowing that it would not involve the paperwork nor offer any reimbursement? Why or Why not?

Are there other workers here whom you feel could be matched with student trainees in future years? Who? Why?

Have you gained anything besides $20 a month from this matching arrangement? What?

What have you, as a co-worker, been able to teach (student) or help her/him with that (employer) or (teacher) might not have been able to do? (skills, personal qualities, relationships)

Do you think it is better for beginners like (student) to be matched with an experienced worker or go directly to the boss for help? Why?

Would you like to be matched with an experienced worker on future jobs? Why o- Why not?

Will you work here this summer? If yes, how long? If no, why not?

Do you prefer to go to the boss or experienced worker for help?

APPENDIX J

Employer/Experienced Worker Rating Scale and
My Job Rating Scale

EMPLOYER/EXPERIENCED WORKER RATING SCALE*

Student's Name _____ Date _____

Name of Person Completing Form _____

Directions: The following is a scale by which to judge the employability characteristics of students. Please indicate at the right your rating of the student-employee in each of the areas.

Key: 1 -Not acceptable 2 - Poor 3 - Acceptable 4 - Good 5 - Very Good				Rating
APPEARANCE ON THE JOB	1 Soiled and/or non-regulation work clothing which detracts from business-image.	2 3 Work clothes meet minimum requirements of the job.	4 5 Business-like work clothing at all times contributes to firm's image.	
	Sloppy or too-fussy grooming.	Satisfactory grooming	Exceptionally well-groomed.	
	Unpleasant.	Pleasant	Sparkles, smiles.	
COOPERATION WITH CO-WORKERS	1 Does own assigned duties but does not help others.	2 3 Helps others, but not always cheerfully.	4 5 Cheerfully helps others when they are busy and he/she is not. Helpful to new employees.	
	Lacks judgment in working with other; bickers on the floor. Source of friction with other workers.	Works well with others; rarely a source of friction.	Always works smoothly with others; contributes to group morale.	
ATTITUDE TOWARD REGULATIONS	1 Careless about following regulations.	2 3 Follows regulations acceptably well.	4 5 Usually follows regulations.	
	Seems unconcerned for safety of co-workers, patrons, self. Does not know steps to take in case of accident.	Seems to recognize need for safety procedures. Knows steps to take in case of accident.	Seems actively concerned for safety of co-workers and patrons. Alert to hazards; corrects them if possible. Can take responsibility in case of accident.	
ACCEPTANCE OF SUPERVISION	1 Resents criticism.	2 3 Able to take criticism.	4 5 Welcomes criticism as a way to improve skill in job.	
	Seems to resent or fear supervisor; slow to follow directions.	Willingly accepts supervision; moderately quick to understand and follow directions.	Quickly understands directions; follows them accurately and enthusiastically.	

*Adapted from Nelson, Helen Y. and Gertrude Jacoby, Evaluation of Secondary Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. (Washington, D. C., 1967), p. A-3

				Rating
MANAGEMENT	1 2 Careless and/or indifferent toward supplies and equipment; cluttered work space.	3 4 Careful of supplies and equipment. Keeps work space orderly.	5 Saves time, energy, and supplies. Comprehends and properly cares for equipment. Work space neat and efficiently arranged.	
	Works slowly; often needs help to finish assigned work.	Completes work on time.	Finishes assigned work; takes on added work.	
	Makes unnecessary trips.	Makes few unnecessary trips.	All trips are necessary; makes every trip count.	
ATTENTION TO JOB	1 2 Does not concentrate on job(s) at hand; gets too many things going at once; easily distracted.	3 4 Concentrates on single job at hand, but forgets to keep track of other jobs and situations which are his/her responsibility.	5 Concentrates on completing the job(s) at hand, but keeps track of several situations when necessary (e.g. several tables or groups of children.	
	Does not do jobs in orderly sequence; proceeds "hit or miss".	Does job in orderly sequence if called to his/her attention; unable to plan sequence for himself/herself.	Does jobs in orderly sequence; is able to plan sequence himself/herself.	
BODY MECHANICS	1 2 Seems to work hard; movements uncoordinated; pace is erratic.	3 4 Seems to work hard at times; movements coordinated; usually keeps up a steady pace.	5 Seems to work easily; movements coordinated; keeps up a steady pace.	
	Ignores reasonable weight loads when lifting or carrying; does not use body well (back not straight, weight not bourne on leg or shoulder muscles).	Carries reasonable weight loads; does not always use body well.	Carries reasonable weigh loads; uses body well (back straight, weight bourne on leg or arm-shoulder muscles).	
USE OF EQUIPMENT	1 2 Tires quickly; does not use helps such as wheeled carts when available.	3 4 Does not tire easily; uses helps such as wheeled carts when called to his/her attention.	5 Does not show signs of fatigue; uses helps such as wheeled carts when available.	
	Does not choose or use equipment correctly; ignores safety procedures.	Uses equipment as directed, but does not always choose the right equipment for the job; follows basic safety procedures.	Chooses correct equipment and uses it as directed; follows basic safety procedures; alert to unexpected hazards.	

				Rating
ADJUSTMENT TO NEW AND/OR UNPLEASANT SITUATIONS	1 Unable to adjust to new or unexpected situations; does not apply what he/she learned from training or experience.	2 3 Can made adjustments to new or unexpected situations if supervisor helps him/her apply what he/she learned from training or experience.	4 5 Readily adjusts to new or unexpected situations; applies principles learned from training or experience.	
	Avoids or delays jobs he/she doesn't like; tries to get others to do them for him/her.	Does unpleasant jobs as assigned but now always cheerfully.	Does unpleasant jobs promptly and cheerfully; accepts them as "just part of the job".	
ADAPTABILITY AND INITIATIVE	1 Tends to hold back, afraid to make mistake. Waits for supervision.	2 3 Can work without supervision.	4 5 Shows initiative; goes ahead without supervision, after he/she has learned what is expected.	
	Cannot and will not accept additional responsibilities.	Will accept and carry additional responsibility if asked.	Quickly accepts and carries out additional responsibility.	
DEPENDABILITY	1 Tardy or slow to begin work.	2 3 Punctual; rarely absent.	4 5 Always ready for work on time; excellent attendance.	
Loyalty	1 Criticizes company on and off the job.	2 3 Maintains loyal attitude to company on and off the job.	4 5 Seems to feel like part of the company; wants to maintain its good name.	
Honesty	1 Questionable honesty.	2 3 4 Has the confidence of both supervisors and co-workers.	5 Completely honest about time, money, and supplies.	
ATTITUDE TOWARD PUBLIC	1 Over-familiar with the public shows impatience and lack of courtesy with customers	2 3 4 Usually courteous toward public.	5 Consistently courteous behavior seems natural; little effort is needed.	
	Socializes with workers or allows friends to hang around so that patron is neglected.	Puts the patron first; no special treatment to friends	Finds satisfaction in serving the public; very good at handling all the patrons, even those considered "difficult".	

				Rating
PRIDE IN JOB	1 Seems ashamed of job; does not enjoy working.	2 3 4 Enjoys job; good morale.	5 Enthusiastic about job.	
	Makes same mistakes over again; does not attempt to correct mistakes made.	Quality of work meets minimum requirements of the job. Attempts to correct mistakes so they won't be repeated.	Work shows few errors, high quality. Makes conscious and constant effort to improve performance.	
SUITABILITY FOR THE JOB	1 Another job would be more suitable for this worker or This worker needs more training.	2 3 4 Worker is qualified for this position.	5 Worker shows exceptional ability and interest for this job; deserves promotion.	

MY JOB*

Date: _____ _____ Weeks of Work Name: _____

Directions: The following is a scale to be used to see how you feel about your present job. Please mark your rating of the job in each of the squares at the right.

Key: Not Acceptable 1 Poor 2 Acceptable 3 Good 4 Very Good 5

				Rating
I MY EMPLOYER	1 2 He is mean and harsh; he doesn't care about the employees as long as they get the work done.	3 4 He is rather stand-offish but not a bad guy; he is generally thoughtful of the employees.	5 He is understanding and sympathetic; he is always considerate of employees.	
	He had obvious favorites among the employees.	He seems to have favorites, but everyone is treated pretty much alike.	He is fair in treating all employees alike.	
	He never lets me know whether or not I am doing a good job.	He lets me know if I do something wrong, but not if I do something right.	He keeps me informed as to how well I am doing.	
	I listen to his opinions because I have to--not because I have much respect for him.	I respect his opinion on questions relating to the job.	He deserves my respect and regard as a person and as a businessman.	
II PHYSICAL AND MENTAL EXERTION	1 2 Job is very tiring physically OR too much concentration is involved.	3 4 Job is occasionally overtiring physically or mentally.	5 Workload and pressure are reasonable for this type of job.	
	Work pace is fast with too much to do.	Workload is too heavy or too rushed only on certain occasions.	Adequate time available to do the job well.	

*Adapted from Nelson, Helen Y. and Gertrude Jacoby, Evaluation of Secondary Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics (Washington, D. C., 1967), p. A-6.

				Rating
III MY CO-WORKERS	1 The other workers are not interested in the same things that I like.	2 3 Some of the other workers share my interests and attitudes. 4	5 The other workers have the same general interests and attitudes that I have.	
	I have no friends at work.	I get along pretty well with everyone but have no close friends.	I have some real, lasting friends at work.	
	We disagree about who is supposed to do which job; there is a lot of rivalry.	Most of the workers do their share of the work with little friction among us.	We work together well as a team with everyone doing his share of the work.	
IV WORKING CONDITIONS	1 The work area is ugly, dirty, and/or too noisy.	2 3 The work area is clean but not very attractive or quiet. 4	5 The work area is attractive, clean, and relatively quiet.	
	The building is too hot or too cold to be comfortable.	The temperature of the building is usually comfortable.	The temperature is pleasant for the type of work being done.	
	The job is dangerous and no one cares much about safety.	Some attention has been given to safety, but certain parts of the job are hazardous.	The employer continually stresses safety and uses many safety devices.	
V SALARY AND OTHER	1 The pay for this job isn't large enough to live on.	2 3 My pay is large enough for anything I really need. 4	5 My pay is large enough to buy what I need plus some extras.	
	The pay is the same for every employee.	The pay depends on how long a worker has been here.	The pay depends on how long the worker has been here, how hard the job is, and how well he does the job.	
	There are no benefits (sick leave pay, insurance, etc.) connected with this job.	The benefits are o.k.	Benefits with this job are so good that they make me want to keep working here.	

	1	2 3 4	5	Rating
VI MY OWN JOB	My training didn't help much; almost everything I've learned has been on the job.	My training helped me to learn the job more rapidly after I got here.	I feel that I had enough training for the job before starting work.	
	I am not sure I am able to do a good job in this kind of work.	I do pretty good work but still need to improve a great deal.	I feel that I am able to handle this job well.	
	I am ashamed to tell people what I do and where I work.	This job and company are as good as those for which my friends are working.	I am proud to say what my job is and where I work.	
	The work is boring.	The work is about average--sometimes interesting and sometimes boring.	The work is interesting and gives me a lot of personal satisfaction.	
	Someone always tells me what to do; I never get to make any decisions.	I make little decisions in my job but don't have any voice in really important things.	I have the opportunity to use my initiative and to help decide what is going on.	
	My job is fixed; I don't think I will ever get a promotion.	There are some opportunities for promotion here.	There is a good possibility of promotion if I work hard.	
	For all I know I may get fired tomorrow.	If I do a good job, I don't have to worry about getting fired.	I feel so sure of this job that I don't have to worry about losing it.	
	I am sorry that I took this job.	This job is fine, but I might like some other type of work better.	This job has convinced me that I would like to remain in this type of work permanently.	

	1	2	3	4	5	Rating
VII MY SUCCESSFUL WORKER	He is mean and harsh; he doesn't care about me as long as I get the work done.		He is rather stand-offish but not a bad guy.		He is understanding and sympathetic; he is always considerate of me.	
	He never lets me know whether or not I am doing a good job.		He lets me know if I do Something wrong, but not if I do something right.		He keeps me informed as to how well I am doing.	
	I listen to his opinions because I have to--not because I have much respect for him.		I respect his opinion on questions relating to the job.		He deserves my respect and regard as a person and as a co-worker.	
	He rarely, if ever, shows me the way I should be doing things.		Sometimes he shows me what to do: other times I make mistakes because I don't know what to do.		He shows me clearly how to do jobs acceptably.	
	He has told me what to do only once or twice; I have trouble understanding his directions.		He sometimes tells me what I should be doing; his directions could be easier to undertstand.		He tells me how things should be done using words that make sense to me.	

APPENDIX K

First and Second Interviews With Teacher-Coordinators,
1974-1975

First Interview with Teacher-Coordinators

1. How did you decide which students to place on the project?
2. How did you decide which employers to include?
3. How do you think the employers and role models are preceiving the goals of the project?
4. What contacts have you made with employer and role model since placement on the job?

   Visits

   Phone calls

   Number of times
5. What contacts have the employers or role models made with you?
6. What difference if any has the matching arrangement made on the project students?
7. Any problems? Student? Employer? Role Model? Other students?
8. How many students are currently enrolled in the total occupational program at your school?
9. How old is the occupational program at your school?
10. Is _____ performance as good as you would expect of any other
    (Student's)

    new student trainee?
11. How do you think this arrangement of experienced worker and student is working out?

Second Interview with Teacher-Coordinators

1. How many students are currently enrolled in the total occupational program?
2. How do you let parents know about your co-op program?
3. Do employers ever call you about needing an employee first? Do they make the first contact?
4. We know you have been successful in placing some students on the project and not others. What have been some of the reasons for success?
5. What problems have you encountered in getting disadvantaged students placed with the research project?
6. How often do you talk with the project students on an individual basis?
   Daily
   Once a week
   Once every few days
   Whenever the need arises
   Never
7. What do you talk about?
   Job skills
   Attitude
   Appearance
   Relationships with others
8. What difference if any has the matching arrangement made on the project students?
9. What do you think is the worst thing about this matching arrangement?
10. May I take your records of visits with each students employer to copy and mail back to you.

APPENDIX L

Interviews with Employers, Role Models, and Students
1975-1976

Employer	Role Model	Matched Trainee
How did you decide which experienced worker to match with (student)? (personal qualities, interest in young people, work experience, etc.)	Why do you feel you were chosen by (employer) to be matched with (student)? How is (student) like you as you remember starting to work? (enthusiastic, shy, insecure, willing to learn, proud) How is (student) different?	
Who is responsible for training (student)? (you, ex. worker, both)	Who is responsible for training (student)? (you, employer, both)	Who is responsible for your training? (employer, ex. worker, both, other) How often does (employer) show or tell you what to do or say? (daily, once a week, etc.) How often does (ex. worker) show or tell you what to do or say? (daily,etc.)
Is (student's) performance as good as you would expect of any other new student trainee?	Is (student's) performance as good as you would expect of any other new student trainee?	Do you feel your performance is as good as would be expected of any other new student trainee?
How do you think (student) rates or feels about herself/himself as a worker? (VG, G, A, P, NA)	How do you think (student) rates or feels about herself/himself as a worker? (VG, G, A, P, NA)	How would you rate yourself as a worker if you were the employer? (VG, G, A, P, NA) How do you think (employer) rates you or feels about you as a worker? (VG, G, A, P, NA)
What has (teacher) taught which helps (student) on the job? (attitude, relationships, grooming, money, tasks) What do you hope (teacher) will help (student) understand?	What has (teacher) taught which helps (student) on the job? (attitude, relationships, grooming, money, tasks) What do you wish (teacher) could help (student) understand?	What had (teacher) taught you which has helped you on the job? (attitude, relationships, grooming, money, tasks) What do you hope (teacher) will teach you this year to help you on this job?
How well prepared was (student) for the job by her training in school?	Would you like to have known about training (student) received at school before she/he came to work? What?	

	Would you like to have known more about (student) before she/he came to work? What?	
How is this arrangement of experienced worker and student working out? (time, feelings of others, good or bad) How does (ex. worker) feel about arrangement? (Successful? Why or Why not?)	How is this arrangement between you, employer, and student working out? (time, feelings of others, good or bad) How do you feel about arrangement? (Successful? Why or Why not?)	How do you like the arrangement of getting advice from both an employer and an experienced worker? (helpful, frustrating, confusing) How do you feel about having an experienced worker give you help?)
How has this arrangement changed what you usually do in teaching new workers? (time, delegation of responsibility) How much time have you spent helping (student) as when there was no experienced worker? (as much, more, less)	How has working with a new employee changed you or what you do? (time, self-improvement, etc.) How much time have you spent helping (student) as compared to when this matching arrangement was not in effect? (as much, more less)	
What is the worst thing about this arrangement? (logs, time, interviews, involvement)	What is the worst thing about this arrangement? (logs, time, interviews, involvement)	What is the worst thing about this arrangement of getting advice from both an employer and an experienced worker? (logs, interviews, confusing)
Do you think it is better for you to work with the student through an experperienced worker or handle the training yourself? Why?	Do you think it is better for beginners like (student) to be matched with an experienced worker or go directly to the boss for help? Why?	Do you prefer to go to the boss or experienced worker for help? Why?
Would you use this technique of matching a student with an experienced worker in the future, knowing it would not involve paperwork nor offer reimbursement? Why or why not? Do you have other workers whom you might match with beginning workers another year?	Would you be willing to be matched with another student trainee in the future in the same way, knowing it would not involve paperwork nor offer reimbursement? If not, why not? What have you, as a co-worker, been able to teach (student) or help her/him with that (employer) or (teacher) might not have been able to do? (skills, relationships, personal qualities)	Would you like to matched with an experienced worker on future jobs? Why or why not?

Do you plan to employ (student) next semester?

Employers are sometimes reluctant to hire disadvantaged students. You have worked with such an individual. What do you think would help to increase their willingness to hire these students?

How long do you plan or hope to work here?

APPENDIX M

Dissemination of Results in the Press

'Disadvantage' project held

ANAHEIM, Calif. — "I think she has kinda brought a different light into me. But I don't know how to word it. I have learned things from her and feel she has learned from us. When I get grouchy, she takes over to help me."

"I didn't change what I did, except when I was doing something wrong I would straighten up. I realized I was supposed to be an example."

"It has given me responsibility and taught me to help other people more."

"SHE HAS been a big help to me. I can handle other problems now, like if a parent wants to talk to me about her child when she comes after her. I have worked around people and teen-agers but haven't had confidence in myself — now I do."

Successful workers made these and other comments about disadvantaged students involved in an Oklahoma State research project.

Reporting on the research during the 69th American Vocational association convention here was Dr. Ruth Pestle, OSU associate professor of home economics education.

Dr. Pestle is director of the federally funded project to help cooperative home economics students better adjust to the world of work by matching them with successful workers who serve as role models.

COOPERATIVE programs the students were involved in dealt with child care, commercial foods and home economics related occupations. Persons chosen for the project met Oklahoma's criteria for disadvantaged students.

Teacher coordinators assisting with the research placed disadvantaged students in such businesses as day care establishments, nursing homes and fast food operations. A successful worker has been found to act as a role model for each student.

Last year, 11 students and this year, 10, were matched with successful workers.

"Every possible combination of sex, age, race and type of disadvantage was tried in the research project. And all persons matched worked together nicely," Dr. Pestle said.

Research Aids Many Students

ANAHEIM, Calif. — "I think she has kinda brought a different light into me. But I don't know how to word it. I have learned things from her and feel she has learned from us. When I get grouchy, she takes over to help me."

"It didn't change what I did, except when I was doing something wrong I would straighten up. I realized I was supposed to be an example."

"It has given me responsibility and taught me to help other people more."

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Stillwater News-Press
Dec. 18, 1976